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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.

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EDITORS WORDS

Dr. Seema Menon K.P

Editor-in-Chief

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NSS Training College, Ottapalam, Kerala.

I am pleased to welcome you all to the latest edition of this e-journal, Volume 5 Issue 1, June 2024. 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 online education, social media use and its implications. Key papers include The Interplay Between Social Media use, Emotional Regulation Strategies, and Adolescent Identity Formation, Emerging Trends in Online Language Teaching, Promoting Gender Sensitivity in Education: Addressing Key Areas for an Inclusive Future and Sri Rabindranath Tagore's Views on Aesthetics 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,
27 June 2024

ACHIEVING QUALITY OF EDUCATION THROUGH ACTIONS FOR OTHER SDGS

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Abstract

Education is a crucial aspect of one's life. It is the key to future success and a plethora of options in people's lives. The 17 Sustainable Development Goals expand on the Millennium Development Goals' accomplishments while also addressing new issues including climate change, economic inequality, innovation, sustainable consumption, peace, and justice, among others. Goal Number 4 of sustainable development goals deals with the quality education it is one of 17 global goals of the 2030 Agenda for Sustainable Development. knowledge, skills, views, values, and actions that contribute to a more sustainable future. Education is a crucial aspect of one's life. It is the key to future success and a plethora of options in people's lives. Educational opportunities are invaluable. In addition to brightening a person's intellect, it leads to better thinking. It helps students to accomplish greater goals, such as going on to further study at university, owning a house, and living lives of greater quality and many more. Education in an area contributes to people thinking, feeling, and behaving in a way that gains them success and improves their personal satisfaction and their communities as well. The (SDG) 4 calls for high-quality education for all, which is rooted in a number of international declarations, including the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the World Declaration on Education for All, the Dakar Framework for Action, and the Millennium Development Goals, all of which see education as critical to the well-being of individuals, nations, and the world. It is a prerequisite for human development, and a country can only develop if its subjects improve.

Keywords: Education, Sustainable Development Goals (SDGs), Quality education, Right to Education, National Educational Policy

Introduction

“The Highest education is that which does not merely give us information but makes our life inharmony with all existence.”

-Rabindranath Tagore

World leaders convened in 2015 at the United Nations (UN) to set 17 Sustainable Development Goals (SDGs) aimed at accomplishing a number of amazing things by 2030. (Sustainable Development Goals, n.d.). Governments, companies, and civil society organizations, in collaboration with the United Nations, are organizing efforts to accomplish the Sustainable Development Agenda by 2030. 'Quality Education' has been identified as the fourth most critical aim in order to alter our planet among these 17 sustainable development goals. Getting a good education is the key to improving people's lives and ensuring long-term progress. In the shifting economic and social environment, a society and economy driven by excellent education and eventually by knowledge remains strong and capable of catering to human wellbeing. Education, when offered and received properly, may remedy a variety of societal issues. It encourages employment, incomes, health, and poverty reduction for individuals. It encourages creativity, improves institutions, and promotes social cohesiveness in communities. When it comes to education, there are two key stakeholders to consider: students and teachers. It's critical to concentrate on both to ensure a smooth and successful learning experience. It

should be mentioned that each additional year of education boosts earnings by 10% on average, and each additional year of school enhances a country's GDP by 0.5 percent yearly on average (Desai, 2014).

Furthermore, education helps develop a person's personality, thoughts, and social skills. It also prepares people for life experiences. It makes people have a special status in their own society and everywhere they live. The value of education in a person's life cannot be overstated. It is critical to develop a psychologically robust and engaged citizen in a youngster. Education is essential for a country's progress. Education is similar to a flame that illuminates and dispels the darkness of ignorance.

Sustainable Development Goals

The Sustainable Development Goals (SDGs), also known as the Global Goals, are a global call to action to eradicate poverty, safeguard the environment, and secure peace and prosperity for all people. These 17 Sustainable Development Goals expand on the Millennium Development Goals' accomplishments while also addressing new issues including climate change, economic inequality, innovation, sustainable consumption, peace, and justice, among others. The goals are typically interlinked, and achieving one requires addressing issues that are more commonly associated with another. The SDGs (Sustainable Development Goals) operate in a spirit of collaboration and pragmatism to make the best decisions now to enhance lives for future generations in a sustainable way. They lay forth clear principles and objectives for all countries to follow, based on their own priorities and the global environmental concerns. The Sustainable Development Goals (SDGs) are a broad-based agenda. They address the core causes of poverty and bring us all together to create a good difference for people and the environment.

Sustainable Development Goals: 17 Goals to Transform our World;

SDG 1: This objective focuses on eradicating severe po

verty while also taking into account other variables that impact poverty, such as socioeconomic, cultural, political, and environmental aspects.

SDG 2:

By 2030, this objective aims to eliminate all kinds of hunger and malnutrition, ensuring that all people, particularly children, have year-round access to sufficient and nutritious food. It aims to combat all types of malnutrition, quadruple agricultural productivity, and secure long-term food security.

SDG 3:

This target strives to eliminate unnecessary fatalities from communicable and non-communicable diseases and illnesses caused by pollution and contamination of the air, water, and soil at all ages. It also strives to attain universal health coverage, which includes financial risk protection and access to high-quality health-care services.

SDG 4:

This objective intends to improve adult literacy and numeracy significantly. It also aspires to construct and update education facilities that are child-, disability-, and gender-sensitive, and to guarantee that all learners gain the information and skills necessary for long-term development.

SDG 5:

This objective attempts to promote gender equality by eliminating all types of discrimination, violence, and harmful behaviours against women and girls, such as human trafficking and sexual exploitation. It also aspires for women's full and effective involvement in political,

economic, and public life, as well as equal chances for leadership at all levels of decision-making.

SDG 6:

This target strives to enhance water quality by decreasing pollution, boosting water-use efficiency across all sectors, and promoting and enhancing local community engagement in water and sanitation management.

SDG 7:

This objective strives to achieve energy security and efficiency by increasing sustainable per capita energy consumption while also achieving global and national emission and pollution reduction targets.

SDG 8:

This objective strives to attain high levels of economic productivity and diversity through diversification, technical advancement, and development-oriented policies that encourage good job creation, entrepreneurship, creativity, and innovation.

SDG 9:

This objective strives to encourage higher resource efficiency and the implementation of clean, ecologically sound technology and industrial processes in order to foster economic development and human well-being.

SDG 10:

By guaranteeing equitable access to opportunities, this objective seeks to steadily diminish disparities in both income and outcomes. Additionally, it encourages the social, economic, and political inclusion of all people, irrespective of their age, sex, handicap, race, ethnicity, religion, or any other status that matters in a given community.

SDG 11:

This objective strives to promote inclusive and sustainable urbanization by improving urban planning and management to provide safe and affordable housing, public transportation, basic services, and green public spaces.

SDG 12:

This objective stress resource efficiency, green economics, and long-term infrastructure. It also focuses on limiting waste and decreasing pollution and deterioration.

SDG 13:

This objective intends to include climate change measures into national policies and plans, as well as prepare and promote methods for improving climate change-related planning and management capability.

SDG 14:

This aim focuses on avoiding marine pollution, halting illegal and damaging fishing activities, and managing and safeguarding marine and coastal ecosystems in a sustainable manner while enhancing scientific knowledge, research, and technology transfer to promote marine health.

SDG 15:

This objective strives to integrate ecological and biodiversity planning, development processes, poverty reduction initiatives, and national accounting at the national and local levels. It also aims to promote the fair and equal distribution of benefits derived from the use of genetic

resources, as well as proper access to such resources, as well as the prevention of poaching and trafficking of protected species of flora and animals.

SDG 16:

This aim focuses on drastically eliminating all types of violence and advancing the rule of law at both the national and international levels to guarantee that everyone has equal access to justice. Ending abuse, exploitation, trafficking, corruption, and bribery, as well as developing competent, responsible, and transparent institutions are all goals.

SDG 17:

Strengthening implementation strategies and reviving the international alliance for sustainable development are the objectives of this endeavor.

Quality Education for all- Sustainable Development Goals- 4

Goal Number 4 of sustainable development goals deals with the quality education it is one of 17 global goals of the 2030 Agenda for Sustainable Development. The 2030 Sustainable Development Goals include ensuring that all boys and girls complete primary and secondary education, ensuring equal access to quality technical and vocational education for all, and eliminating gender and wealth disparities with the goal of achieving universal access to a quality higher education. In order to successfully implement SDG16—which focuses on the development of responsible and effective institutions at all levels as well as the promotion of inclusive and peaceful societies—it is imperative that SDG4 support equitable and inclusive education for all. By 2030, all learners should have access to a free, fair, and excellent education that produces learning outcomes that are both relevant and useful, according to SDG 4. They should also be guaranteed to acquire the knowledge and skills necessary to advance sustainable development. (UN, 2015; Van Den Branden, 2015; Mohanty and Dash, 2018). Sustainable development has unquestionably risen to the top of the global agenda with the adoption of the SDGs in 2015. The 2030 Sustainable Development Goal for Education focuses on four key areas to provide inclusive and equitable quality education for all and encourage lifelong learning opportunities for everyone:

Education for Sustainable Development (ESD)

As a result of a significant global consultation process, the UN formally adopted the 17 (SDGs) in September 2015. UNDESD promotes for the provision of opportunities to advance toward universal quality education that encourages knowledge, skills, views, values, and actions that contribute to a more sustainable future (Boerean 2019). The (SDG) 4 calls for high-quality education for all, which is rooted in a number of international declarations, including the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the World Declaration on Education for All, the Dakar Framework for Action, and the Millennium Development Goals, all of which see education as critical to the well-being of individuals, nations, and the world (Boerean 2019; Mohanty and Dash, 2018; UN, 2015). Many worldwide conferences have been held with the goal of bringing together global experience and knowledge to emphasise and deepen the role of education in achieving the SDGs, providing a chance to build on UNDESD's learning and highlighting education as a critical enabler.

Learning to change for a better world is key catchphrase most often associated with the term Education for sustainable development. The United Nations Decade of Education for Sustainable Development (UNDESD) (2005-2014) emphasised the importance of higher education in the global quest for sustainable development. The United Nations Educational Scientific and Cultural Organization (UNESCO) defines ESD as education that allows individuals to acquire the knowledge, skills, attitudes, and values required of them to shape a sustainable future. With the adoption of the UN Sustainable Development Goals (SDGs) in

2015, sustainable development and quality higher education has now undoubtedly are at the very top of global agenda and current issues. Agenda 2030, with its global goals, brought education and sustainability together on the global stage, naming aims and objectives to empower education systems as change agents in the fight against inadequate education. Agenda 2030 aims to alter the world, with a strong recommendation to evaluate curriculum, teaching, and material to guarantee a multidisciplinary approach (Wals, Mochizuki, & Leicht, 2017).

Indian Education System

From ancient times, India was a well-known name in the globe when it came to education. We are all familiar with the Gurukul way of providing knowledge. After independence, several changes in the Indian education system have been noted as time passes. The initial education policy was established in 1968, with minor revisions in 1986 and 1992. Since then, we have followed the same educational pattern for the past 34 years. After independence, India had two significant changes in education policy, the first in 1968 and the second in 1986, with the third scheduled in 2020. Changes are made in response to changing circumstances. After independence, the primary goal of education policy was to literate and educate the Indian people, which resulted in a skill set that was on par with the rest of the globe.

Right to Education

A basic human right is the ability to receive an education. It is a prerequisite for human development, and a country can only develop if its subjects improve. The Indian Constitution requires the government to give education to its inhabitants. The right to education is established in Article 21 of the Indian Constitution, which guarantees the right to live in dignity, and it is education that bestows that dignity on a person. A person's human dignity cannot be guaranteed until his individuality is developed, which can only be accomplished via education. The Constitutional Amendment Act of 1976 added "Education" to the Concurrent List of the VII Schedule of the Indian Constitution, allowing the Union Government to pass legislation on the topic. The Indian Parliament enacted the Right of Children to Free and Compulsory Education Act, 2009 on August 4, 2009, and it took effect on April 1, 2010. The Act ensures that all children aged 6 to 14 would get an education.

According to the Right to Education Act, the government is responsible for providing free and compulsory education to all children, as well as ensuring their attendance and completion of their primary education. It expressly states that no kid should be required to pay any money or fees to the school in order to get an elementary education. Any educational services supplied to children should not be charged to their parents. As a result, the government has exclusive responsibility for covering all costs associated with providing education to children. It is not only the government schools but private schools that are supposed to reserve 25% of the seats for unprivileged children of the society.

National Education Policy 2020

In June 2017, a group chaired by former ISRO Director Dr. K. Kasturi Rangan was created to draught a new education strategy. This committee submitted a draught of the National Education Policy in May 2019. Education is a key prerequisite for the development of a just and equitable society and the promotion of national development in order to realize full human potential. The information landscape throughout the world is rapidly changing. On July 29, 2020, the Government of India adopted the National Education Policy, 2020, and the Ministry of Human Resource Development was renamed the Ministry of Education. The 34-year-old National Education Policy 1986 will be replaced by this new education policy. By 2030, the New National Education Policy 2020 aims to achieve a 100% Gross Enrollment Ratio (GER) and thereby universalize education from pre-school to secondary school. The New Education Policy 2020 proposes a number of reforms, including the expansion of Indian higher education

to overseas universities and the creation of a four-year interdisciplinary undergraduate curriculum with many departure possibilities. The New Education Policy 2020 aims to transform India into a worldwide knowledge giant. By 2040, all universities and colleges should seek to be multidisciplinary, according to the NEP 2020 strategy. This approach will increase jobs in the country while also transforming our educational system. Quality in terms of quality, there are five aspects to education which are as follows

- Quality of learners
- Quality of learning environment
- Quality of content
- Quality of process
- Quality of outcome

Quality of education

According to Tenner and Detoro (1992) as well as Cheng (1995) quality education is the character of a set of elements in the input, process and output of the education system that provides services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectation'. In order to broaden their knowledge, skills, and attitudes as well as adapt to a changing, complex, and interdependent world, learners must be able to take advantage of learning opportunities throughout their lives, according to the International Commission on Education for the Twenty-First Century (UNESCO, 1996). To put this goal into action, the board's quality education philosophy is based on four key learning pillars: learning to know, learning to do, learning to live together, and learning to be. The Commission has said unequivocally that formal education has traditionally concentrated on learning to know and, to a lesser extent, learning to do.

Targets of SDG 4

The target of SDG 4 is to ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes. It also targets to ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education. Considering the gender equality perspective SDG 4 also targets to ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. These goals also focus on employment and entrepreneurship by trying to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship. Education for all aims to erase gender gaps in education and guarantee vulnerable populations—such as individuals with disabilities, indigenous peoples, and children in risky situations—equal access to all educational and occupational opportunities. Making ensuring that all children and a significant percentage of adults—men and women alike—achieve reading and numeracy is another facet of education. Understanding that education can create a new environment, it also places a strong emphasis on ensuring that all students gain the knowledge and abilities necessary to advance sustainable development. These include, but are not limited to, global citizenship, human rights, gender equality, education for sustainable development and sustainable lifestyles, promotion of a culture of peace and non-violence, and appreciation of cultural diversity and the role that culture plays in sustainable development. Expanding the number of scholarships available to developing countries—particularly the least developed, small island developing states, and African nations—for enrollment in higher education, including technical, engineering, and scientific programs, vocational training, and information and communications technology—in both developed and developing nations is another goal of SDG 4. Since the results of high-

quality education must be addressed, one of the Sustainable Development Goals (SDG) is to increase the number of qualified teachers in developing nations. This can be achieved, among other things, by fostering international collaboration for teacher preparation in developing nations, particularly in the least developed and small island developing states.

Action plans for other SDGs may be used to improve education quality, and vice versa. Reaching additional long-term objectives will gradually improve the outlook for high-quality education. The attainment of the Sustainable Development Goals is accelerated by their interdependence.

Progress in Quality Education Through Other SDGs

All other SDGs directly or indirectly make a significant change in quality education. The characteristics of quality of education like quality of learners, quality of learning environment, quality of content, quality of process, quality of outcome. The term "quality of learners" describes learners who are in good health, are fed properly, are motivated to learn, and have the support of their families and communities. Environments that are gender-sensitive, safe, protective, and provide adequate resources and amenities Information presented in curriculum that is appropriate and available resources for the development of basic skills, such as reading, numeracy, and life skills, as well as information on gender, health, nutrition, HIV/AIDS prevention, and peace Procedures that allow certified educators to implement child-centered teaching methods in well-run classrooms and schools, together with efficient evaluation techniques, in order to enhance learning and lessen disparities Achieving other objectives might lead to the acquisition of knowledge, abilities, and attitudes that are associated with the national education and positive social engagement goals.

Goal 1 aspires to eradicate poverty in all of its manifestations worldwide. Countries have pledged to reduce child poverty for the first time as part of the SDGs. Poverty affects children differently than it does adults; their needs and expectations are different, and the impact of poverty on children can last a lifetime. Despite this, child poverty is rarely distinguished from adult poverty, and its unique aspects are frequently overlooked. Attaining the first goal's objectives will eventually aid in improving educational quality. If a child comes from a household where there is no poverty, they will ultimately attend school, but if they come from a poor family with a worse quality of life, they will not attend school and will eventually become illiterate. By raising the poverty line and providing nutrition, financial inclusion, access to services, water, and sanitation, housing children will be able to attend school. These families will be enticed to take their children to school with mid-May lunches, scholarships, and free school uniforms. Education and training for adults also get rectified in the process

The second goal End hunger, increase food security and nutrition, and encourage sustainable education for all." As stated in goal 1, food security and nutrition are essential to reaching this aim. Even though the relationship between SDG2 and SDG 4 is indirect it is prominent also sustainable agricultural practices are learned through some type of education, which is often provided through extension services and on-the-job training for farmers which can be considered as vocational education. y providing universal access to equitable and quality education, SDG 2 can be indirectly reached through innovative technologies.

The relationship between SDGs 3 and 4 is that if a kid or adult living in a home with appropriate sanitation, water, and power must be supplemented with healthy and sanitary living behaviors to improve learner quality. Immunization, food and nutrition, and free and accessible health care will enhance health status, resulting in increased attendance, lower dropout rates, slower growth, and lower child mortality. Protecting the health of students, indirectly assures the quality of education.

Conclusion

In conclusion quality education and other SDGs has direct and indirect relationship in between each other. Education has been designated as a distinct purpose (SDG4). Many relationships between education and other SDG areas have been demonstrated by epistemic communities, and policymakers have long acknowledged many of them. The linkages between education and growth (SDG8) and gender are the most prominent (SDG5). Links with energy (SDG 7), water (SDG 6), cities (SDG 11), sustainable consumption and production (SDG 12), and climate change (SDG 13) are, on the other hand, given far less emphasis in the aggregate of UN flagship publications. While certain causal relationships are found and highlighted as essential, relevant restrictions are not always examined in depth, and few clear policy alternatives to address those ties are offered.

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THE INTERPLAY BETWEEN SOCIAL MEDIA USE, EMOTIONAL REGULATION STRATEGIES, AND ADOLESCENT IDENTITY FORMATION

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Abstract

The complex interplay of social media use, emotion regulation strategies, and adolescent identity formation highlights the complexity of navigating the digital landscape in contemporary society. This study sheds light on relationships and bridges the many dimensions between these variables, highlighting the opportunities and challenges of their implications for adolescent development and well-being. The literature review shows that social media platforms are important spaces for adolescents to shape and articulate their identities. From curated self-presentations to peer interactions, social media provides a digital canvas for teens to explore identity and self-expression. Still, the broader impact of social media on teen identity formation is unmistakable, as the pressures of that are comparable, and they conform to standardized norms. Constant sadness can erode young people's confidence and self-esteem. This study examines the interplay between social media use, emotion regulation strategies, and adolescent identity formation. Drawing on existing literature, we examine how social media platforms serve as influential contexts for adolescents to construct and shape their identities. We also examine the role of cognitive processes in mediating adolescents' social media interactions. Through an in-depth analysis, this study highlights the importance of adolescents' digital literacy and emotional resilience in successfully navigating the digital landscape.

Keywords: social media, emotional regulation, adolescent, identity formation, digital literacy.

Introduction

In recent years, the proliferation of social media has dramatically changed the communication and personality of young people. Young people, in particular, have become active social media users, participating in many online activities that express their views of themselves and others. At the same time, young people represent a time when it is important to know if there are significant changes in cognitive structure and their structure. The impact of social media on adolescent identity formation has attracted considerable attention from researchers and practitioners. Scholars have explored how online forums function as arenas for self-disclosure, social comparison, and self-examination (Valkenburg & Peter, 2011). Furthermore, research shows that social media use can influence various aspects of adolescent identity, including clarity of self-concept, self-esteem, and identity communication, which has been consistent (Valkenburg & Peter, 2007; Odgers & Jensen, 2020). However, one area that is less studied is the complex interplay between social media use, emotion regulation strategies, adolescent identity formation patterns and emotional regulation, defined as the ability to mobilize one's emotional experiences in response to internal and external stimuli (Gross, 1998).)to examine the complexity of online communication. It is also important to deal with the emotional impact of media exposure. This paper aims to fill this gap by examining how emotion regulation strategies mediate the relationship between social media use and adolescent identity formation. Specifically, we will examine how strategies for regulating emotions, such as cognitive reappraisal, repression, and controlled disclosure, interact with adolescents' online experiences to affect their identity development. This has long-term potential that can inform

targeted interventions to promote positive online behaviours and positive youth identity development.

Need of the study

Although research has extensively examined the impact of social media on adolescent identity formation and emotional regulation, no notable studies have examined the relationship between these factors, particularly ongoing emotional instability, which enhances and continuously improves emotional regulation skills (Casey et al., 2010). As adolescents navigate complex online networks, they encounter a range of emotional stimuli ranging from social approval and acceptance to cyberbullying and comparison-induced distress (Kross et al., 2013; Nesi et al. others), (2018). Thus, when exploring how adolescents use cognitive strategies to manage these online emotions and how these strategies affect their identity development, it is important to promote adaptive coping strategies to promote and reduce the potential negative consequences of social media use; second, social media platforms offer a unique environment for identity exploration and expression, providing opportunities for adolescents to construct and celebrate their identity communicate through themselves through presentations and interactions with peers (Valkenburg & Peter, 2007). However, the extent to which adolescents' emotion regulation strategies determine the effectiveness of these identity-seeking strategies has not been thoroughly studied. Examining how cognitive processes shape adolescents' social media interactions and identity development in the next issue. Furthermore, with increasing concerns about young people's mental health and well-being in the digital age, there is an urgent need for evidence-based interventions that promote healthy use of social media and facilitate the development of a positive personality (Odgers & Jensen, 2020). By uncovering the complex interplay between social media use, emotion regulation strategies, and adolescent identity formation, this study aims to identify designed interventions, if targeted interventions, that enable youth to participate in the online world in a transformative and authentic way.

Social media and adolescent identity formation

Social media platforms have become important spaces for teens to explore, create and express their identity. Through sharing their summaries, interacting with peers, and expressing different perspectives, adolescents participate in an ongoing process of self-communication and self-presentation on social media (Valkenburg & Peter, 2007). These forums provide a digital platform for young people to express different aspects of their identity, experiment with different identities, and gain validation and recognition from their online peers. In addition, social media facilitates the creation of virtual communities and subcultures based on shared interests, values, and identities (Boyd, 2014). Adolescents tend to gravitate more toward online communities that match their identity, giving them a sense of belonging and affirmation. Whether through fan groups, user pages, or niche interest communities, social media enables teens to connect with like-minded individuals who embrace and reinforce their evolving identities. However, the intersection of social media and adolescent identity formation is not without challenges. The curated nature of online self-presentation can create unrealistic standards and idealized images of identity, leading to feelings of inadequacy and comparison anxiety among adolescents (Valkenburg & Peter, 2006). 2007 by the author). Furthermore, public and constant online interactions on social media can increase pressure to conform to social norms and expectations. If different forms of expression are sought and evaluated, it can deter teens.

Emotional regulation strategies in adolescence

During adolescence, individuals experience many emotional transitions that present challenges related to identity, peer relationships, and academic demands. Emotional regulation, the process by which individuals balance their emotions and inner experiences in response to internal and external stimuli, plays an important role in processing these changes (Casey et

al.). , 2010). Adolescents use a variety of strategies to regulate their emotions, allowing them to cope with stressors, explore social interactions, and maintain psychological well-being. A commonly learned emotion regulation strategy is cognitive reappraisal, which involves reframing the meaning of a situation to change its emotional impact (Gross, 1998). Adolescents may use cognitive reappraisal to reinterpret stressful events in a positive light or reduce their emotional intensity. Thus increasing adaptive coping, less emotional distress and acceptance. Another common strategy is emotional expression, which involves suppressing external expressions. Still, internal experience (Gross, 1998) suggests that adolescents may use coercive information their emotions have served to hide their emotions in social situations, especially in the face of social norms or expectations. Emotional distress may increase (Gross & John, 2003). In addition, adolescents may engage in emotion-focused open-ended strategies such as distraction avoidance to regulate their emotions in response to stressors (Compas et al., 2001). These strategies include shifting attention away from the source of the problem or finding alternative ways to deal with negative emotions. While emotion-based coping may be effective in the short term, it may prevent adolescents from directly addressing the unfolding issues and developing more coping skills.

The interaction between social media use and emotional regulation

In the digital age, teens increasingly rely on social media to communicate, express themselves, and connect with others. At the same time, emotion regulation skills acquired during adolescence play an important role in how individuals manage their emotional experiences in contexts that include online environments. Social media use can influence adolescents' emotional regulation strategies. On the one hand, social media programs allow adolescents to regulate their emotions through online interaction, consumption and self-expression. For example, adolescents can use social media to seek social support, express emotions, cope with emotions and distracted or avoid oral strategies (Kross et al., 2013; Nesi.) etc., 2018). In addition, adolescents may use other psychoanalytic strategies to reinterpret online experiences positively or neutrally, reducing emotional distress associated with cyberbullying, social comparisons, or peer conflict (Valkenburg & Peter, 2011). On the other hand, social media use may also pose challenges to adolescents' emotional reactions. Details, a fixed lifestyle, and constant exposure to peer comments on social media can leave him feeling inadequate, self-doubting, negatively tempted, and undermined confidence in adolescents and emotional well-being (Valkenburg & Peter, 2007).). Furthermore, immediate gratification and dopamine-driven reward mechanisms associated with social media use may interfere with adolescents' ability to regulate emotions and monitor online behaviour (Kross et al., 2013).

Implications for adolescent well-being and intervention design

Understanding the complex relationships among social media use, emotion regulation strategies, and adolescent identity formation has important implications for designing targeted interventions that compel adolescents' welfare encouragement. First, interventions to enhance youth well-being in the digital age should prioritize digital literacy development. Adolescents must be equipped with critical thinking tools to critically evaluate online resources, discriminate between credible sources, and use digital resources promoting literacy and social media. Encouraging deliberate exploration can lead young people to engage in social media responsibly and knowledgeably. Potential negative consequences will include reduced well-being. Second, emotional resilience is needed to help adolescents manage the emotional challenges associated with social media use. Interventions focus on teaching adolescents adaptive emotional regulation, such as cognitive reappraisal and mindfulness, to cope with Internet-induced stress and resolve their feelings appropriately. Interventions that improve adolescents' acquisition of these skills may help prevent the negative effects of social media on their emotional well-being and promote positive mental health. Furthermore, intervention efforts should address adolescents' social and emotional needs in their online interactions.

Conclusion

The role of cognitive strategies in mediating adolescents' social media engagement is paramount. Adolescents use a variety of cognitive strategies ranging from cognitive reappraisal to disclosure suppression to manage their online experiences. In light of these findings, it is important to recognize the importance of fostering digital literacy and emotional resilience among adolescents. By equipping teens with the skills to critically evaluate online content, pay attention to social media, and manage their emotions appropriately, we can empower them to interact with the digital world in healthy ways, which is by nature. In addition, interventions to promote positive online behaviours and enhance emotional well-being should consider the synergistic effects of social media use and emotional regulation on adolescent identity formation. Ultimately, this study highlights the need for a holistic approach to supporting adolescents in the digital age—one that recognizes how social media use, emotion regulation strategies, and personality forms interact complexly and seeks to empower adolescents to navigate the online world with flexibility, authenticity, and well-being.

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EMERGING TRENDS IN ONLINE LANGUAGE TEACHING

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Abstract

Online digital learning has become a part of current-day teaching and learning of language. It gave way to technology revolution in the field of education. Online learning helps learners to cross the physical boundary of place. It reduced the cost of education on one hand and improved the quality of education. It helped in introducing new trends in the field of language learning.

Key words: Online Language learning- Emerging trends – digital learning

Introduction

Over the past few years, the field of language teaching has become teaching and learning online. Online learning would encourage and engage language learners by allowing them to learn whenever, and wherever they need. Online learning, like all methods and approaches in education, needs to be balanced with student needs, technology resources, and the teacher's classroom goals to make an effective learning environment. Making an effective learning environment online is similar in many ways to preparing an effective classroom environment. By creating effective and engaging online materials and activities we can better equip our students to become self-paced learners. Online learning is different from the goal of present-day language learning. However, we can maximize its benefits by blending face-to-face and online learning.

Online learning and language learning

Integrating technology into the learning process certainly increases the learning environment's effectiveness. Introducing technology-enabled classrooms with digital learning tools that increases student involvement and motivation. It accelerates learning by supporting teachers to achieve learning outcomes for the learners and making them responsible and autonomous. It has the power to revolutionise teaching by acknowledging a new model of connected teaching. This model links teachers to students and to professional content, resources, and systems to help them improve their instruction and personalize learning. In distance learning programs technology enables language educators to expand language-learning opportunities to all students, regardless of their distance, or their language background and needs. Technology continues to grow in importance as a tool to support teachers of foreign languages in facilitating language learning for their students. It is the need of the time to support teachers by acquiring skills in the classroom to improve the learning experience for students.

New Trends in Online Language Learning

- Fully online
- Blended learning
- Flipped classroom

Online Learning

In online learning, the course activity takes place online with little or no direct interaction between the teacher and students. It is often considered a form of self-study. Massively open online courses are a great example of this approach. Online learning has been named as Internet learning, distance learning, Web-based learning, and distributed learning.

MOOCs (Massive Online Open Courses)

MOOCs provide a great opportunity for students to take up a course of one's choice. These courses present unique opportunities for language learners to access authentic language learning materials regardless of physical location. Here the role of the teacher may seem diminished and the lack of the social component of the face-to-face classroom is felt. Massive Open Online Courses can be a great option for highly motivated, self-paced and self-directed learners. Examples of platforms that offer MOOCs are Khan Academy, Future Learn, Coursera, and EdX.

LMS (Learning Management Systems)

Learning Management Systems are virtual online software built and run by individual teachers or schools. LMS allows teachers to take online content for specific student populations. These systems help teachers to create an online class where they can collect store and share content for their students and create a virtual learning atmosphere for learners. LMS provides the class with discussion boards, that help teachers to interact with students. Most LMS have systematically organized the materials and collected and assessed homework online.

Blended learning

In blended learning, students often have a classroom experience that is supported by Internet-based materials. These materials are often selected by the teacher to expand upon the material covered in class and enrich the ideas presented by the teacher.

Synchronous and asynchronous learning

In synchronous online learning, the teacher and students meet at pre-arranged times and learn in real-time. They often communicate through live video or chat applications. In an asynchronous online environment, no real-time communication occurs between teacher and student. The best approach for teaching should be determined by the student population. Small class sizes with a localized population can be effective in using the synchronous online method. In contrast, teachers with larger populations with students in different time zones should consider building a course designed for the asynchronous online method.

Flipped Classrooms

A flipped classroom is an idea that opposes direct instruction in the classroom. Instead, students be given information or materials before class, freeing class time for activities that involve discussion and concept formation.

Some of the benefits of a flipped classroom are:

1. It's flexible
2. Students can learn at their own pace
3. Students can assess their learning by themselves
4. Students learn the concepts early
5. More opportunities for higher-level learning
6. Increased collaboration between students
7. More time for activities in the class

Conclusion

In the new trends in technology, we see that the internet has provided a wide range of applications to support language learning. Integration of technology as a tool and tutor, effectively increases learner motivation, engages learners, promotes learner autonomy and

provides plenty of learning activities. However, the role of the teacher is more necessary in digital learning. Students can access a wide variety of language materials on their own on the Internet, but they still need guidance and support from teachers to assist them in achieving their learning goals. In this new era of knowledge online learning is indispensable in language learning. Teachers need to empower themselves through various Continuous Professional Development programmes to equip themselves with the new trends in technology. The teacher can access English language learning materials relevant to their level, needs, and abilities and serve as a guide and facilitator to direct students toward content that can best serve their learning needs.

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PROMOTING GENDER SENSITIVITY IN EDUCATION: ADDRESSING KEY AREAS FOR AN INCLUSIVE FUTURE

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Abstract

This paper explores critical topics related to gender sensitivity in education. By delving into the significance of gender-sensitive pedagogy, curriculum development, school policies, and community involvement, a comprehensive understanding of the multifaceted nature of gender sensitivity is provided. Gender-sensitive pedagogy emphasizes inclusive language, active participation, and bias-free assessment to create a supportive learning environment. Curriculum development integrates diverse gender perspectives, challenging traditional stereotypes. Community involvement fosters broader support and understanding through parent education programs, community workshops, and collaborative projects. Emphasizing the need for systemic change, the paper highlights actionable steps that can be taken to integrate gender sensitivity into all levels of educational practice. By addressing these critical areas, the paper seeks to equip educational institutions with the knowledge and tools needed to dismantle gender biases and promote gender equality, contributing to a more just and equitable society.

Keywords: Gender sensitivity, education, pedagogy, curriculum development, teacher training, school policies, community involvement, inclusivity, gender equality.

Introduction

Gender sensitivity in education is a foundational aspect of creating an inclusive learning environment where all students, regardless of their gender identity, can thrive. According to UNESCO (2015), gender sensitivity refers to the "ability to recognize gender issues and to implement actions that promote gender equality." This concept is critical in dismantling gender biases and ensuring that educational environments are equitable and supportive for all students. The significance of gender sensitivity extends beyond individual classrooms, influencing broader societal attitudes towards gender roles and equality (Connell, 2009).

The implementation of gender-sensitive practices in education requires a multifaceted approach, addressing various dimensions such as pedagogy, curriculum development, teacher training, school policies, and community involvement. Gender-sensitive pedagogy involves teaching methods that recognize and address gender differences and inequalities, fostering an environment where all students feel valued and respected (Subrahmanian, 2005). This approach not only helps in dismantling stereotypes but also encourages critical thinking about gender roles and norms, preparing students to engage with these issues thoughtfully and empathetically.

Curriculum development is another critical area for promoting gender sensitivity. A gender-inclusive curriculum integrates content that reflects the experiences and contributions of all genders, challenging traditional stereotypes and promoting gender equality (Arnot & Mac an Ghaill, 2006). This includes not only the historical and cultural contributions of women and non-binary individuals but also contemporary discussions on gender issues. By providing students with a diverse and inclusive curriculum, educational institutions can foster a more comprehensive understanding of gender and its impact on various aspects of life and society.

Effective teacher training and professional development are essential for fostering gender sensitivity in education. As Sadker and Zittleman (2009) note, "teachers play a pivotal role in either perpetuating or challenging gender biases in the classroom." Professional development programs should focus on raising awareness about gender issues, developing inclusive teaching practices, and addressing personal biases. School policies must ensure a safe and inclusive environment for all students, with clear frameworks for addressing gender-based discrimination and harassment. Community involvement also plays a crucial role in supporting these efforts, as engaging parents, guardians, and community members can create a more cohesive and supportive environment for students (Epstein, 2011).

Gender sensitivity in education involves a comprehensive approach that addresses multiple facets of educational practice. By integrating gender-sensitive pedagogy, inclusive curriculum development, robust teacher training, supportive school policies, and active community involvement, educational institutions can create environments where all students have the opportunity to succeed. This paper aims to provide actionable recommendations and highlight the importance of gender sensitivity, ultimately contributing to the promotion of gender equality in education.

Nayar (2012) emphasizes the urgency of gender sensitivity in teacher education, highlighting the crucial role of educators in promoting inclusive learning environments. Similarly, Sharma (2010) underscores the critical analysis needed to advance gender equality and women's empowerment within educational settings. Integrating insights from Nayar and Sharma expands the discourse on gender sensitivity, emphasizing the imperative for ongoing dialogue and action within educational communities to cultivate environments that foster gender equality and empowerment.

Gender-Sensitive Pedagogy

Gender-sensitive pedagogy refers to teaching approaches that recognize and address gender differences and inequalities. This pedagogical approach aims to create a learning environment where all students feel valued and respected, free from gender-based discrimination. By incorporating inclusive language, promoting active participation from all students, and developing bias-free assessments, educators can ensure that their teaching methods are equitable and supportive of all genders. Such an environment not only helps students feel more comfortable and accepted but also enhances their learning experiences by fostering a sense of belonging and mutual respect among peers.

Implementing gender-sensitive pedagogy involves dismantling stereotypes and encouraging critical thinking about gender roles and norms. Educators play a crucial role in challenging traditional gender expectations and promoting a more inclusive understanding of gender. This can be achieved through various strategies, such as integrating diverse perspectives into lesson plans, using teaching materials that reflect the contributions of all genders, and facilitating discussions that question and analyze societal norms. By doing so, educators not only address immediate educational inequalities but also contribute to the broader goal of gender equality, preparing students to become more empathetic and socially aware individuals.

Gender-Inclusive Curriculum Development

A gender-inclusive curriculum is essential for fostering an educational environment that respects and values the experiences and contributions of all genders. This approach involves integrating content that highlights the roles and achievements of women, non-binary individuals, and other underrepresented groups across various fields and disciplines. By doing so, the curriculum challenges traditional stereotypes and broadens students' understanding of gender roles and identities. This inclusive approach not only enriches the learning experience

but also ensures that all students see themselves reflected in their studies, thereby enhancing their sense of belonging and self-worth.

A gender-inclusive curriculum goes beyond historical and cultural contributions to incorporate contemporary gender issues. This includes discussions on gender identity, expression, and the impact of gender biases in modern society. By addressing these topics, educators can equip students with a nuanced understanding of current gender dynamics and encourage critical thinking about societal norms and structures. Such a curriculum prepares students to navigate and contribute to a more inclusive and equitable world, promoting empathy, respect, and social justice. Integrating these elements requires careful planning and a commitment to continuous improvement, ensuring that educational materials and teaching practices remain relevant and inclusive.

School Policies and Practices

School policies are instrumental in promoting gender sensitivity and ensuring that educational environments are inclusive and safe for all students. Effective policies must explicitly prohibit gender-based discrimination and harassment, establishing clear procedures for reporting and addressing such issues. These policies should outline the roles and responsibilities of school staff in maintaining a respectful and equitable environment, as well as the consequences for violating these standards. By providing a structured framework for action and accountability, well-defined policies help institutionalize gender sensitivity, making it an integral part of the school culture rather than a sporadic effort.

In addition to anti-discrimination measures, school policies should support the creation of an inclusive environment through various practices and resources. This can include the implementation of gender-neutral facilities, the establishment of support systems such as counseling services and peer support groups, and the integration of gender sensitivity training for both students and staff. Regular audits and reviews of school policies and practices are necessary to ensure they remain relevant and effective. By continuously assessing and updating these policies, schools can adapt to emerging issues and maintain a commitment to gender equality. These comprehensive efforts not only protect students but also foster a culture of inclusivity and respect, preparing students to thrive in a diverse society.

Community Involvement

Engaging the community is essential for promoting gender sensitivity in education, as it extends the impact of school initiatives beyond the classroom. By involving parents, guardians, and community members, schools can foster a broader understanding and support for gender-sensitive practices. This collaborative approach helps reinforce the values of inclusivity and respect at home and within the community, creating a more cohesive and supportive environment for students. When community members are educated about gender issues and involved in school activities, they become allies in the effort to combat gender biases and stereotypes, enhancing the overall effectiveness of gender sensitivity programs.

Community involvement can be facilitated through various initiatives such as parent education programs, community workshops, and collaborative projects with local organizations. Parent education programs can provide valuable information on gender sensitivity, helping parents support their children's understanding and acceptance of diverse gender identities. Community workshops can raise awareness and build support for gender equality, addressing topics like gender stereotypes and the importance of inclusivity. Collaborative projects with local organizations can further promote gender-sensitive initiatives, such as organizing events, campaigns, or service projects that engage the broader community. These efforts not only strengthen the relationship between schools and the community but also create a united front in the pursuit of gender equality, benefiting students and society as a whole.

Conclusion

Gender sensitivity in education is vital for creating an equitable and inclusive learning environment. By addressing various aspects such as pedagogy, curriculum development, school policies, and community involvement, educational institutions can foster an environment where all students can thrive. Implementing these practices requires commitment, resources, and collaboration among educators, policymakers, and communities. These efforts ensure that educational settings not only recognize and address gender disparities but also actively promote gender equality.

Through dedicated implementation of gender-sensitive practices, education can become a powerful tool for achieving gender equality and empowering future generations. This paper underscores the importance of gender sensitivity in education and provides a framework for creating more inclusive and equitable learning environments. Adopting these practices will contribute to a more just and equitable society, where individuals of all genders have the opportunity to succeed and contribute meaningfully. By making gender sensitivity a priority, educational institutions can help shape a future that values and respects diversity, ultimately benefiting everyone.

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SRI RABINDRANATH TAGORE'S VIEWS ON AESTHETICS EDUCATION

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Abstract

Aesthetics is the branch of philosophy dealing with the nature of arts, beauty, and taste, with the creation and appreciation of beauty. Sri Rabindranath Tagore was a social reformer and played a significant role in India's struggle for independence from British rule. He established the famous school Santiniketan (now Visva-Bharati University) in West Bengal, which aimed to combine the best of Indian and Western education systems while promoting cultural exchange and understanding. In this article, the researcher discovers Rabindranath Tagore's opinions on aesthetic education

Introduction

Rabindranath Tagore's approach to education was deeply influenced by his belief in the holistic development of individuals, blending intellectual growth with moral, emotional, and creative dimensions. He viewed education not merely as a means to acquire knowledge but as a process of nurturing the entire personality of a person.

Tagore founded the experimental school Santiniketan (meaning "Abode of Peace") in 1901, which later expanded into Visva-Bharati University. This institution served as a laboratory for Tagore's educational philosophy, which emphasized the integration of Eastern and western educational principles, fostering a harmonious synthesis of traditional Indian values with modern knowledge.

Central to Tagore's educational vision was the idea of "Gurukul," a concept derived from ancient Indian educational practices, where the teacher (Guru) played a central role in guiding and inspiring students. However, Tagore adapted this concept to modern times, promoting a more collaborative and interactive relationship between teachers and students, characterized by mutual respect and freedom.

Tagore advocated for an education that encouraged creativity, critical thinking, and experiential learning. He believed in the importance of connecting education with nature, emphasizing outdoor activities, artistic expression, and environmental awareness. Santiniketan's curriculum was interdisciplinary, integrating arts, music, dance, and literature with academic subjects, aiming to cultivate a well-rounded individual capable of navigating the complexities of the modern world.

Aesthetics Education

Aesthetics education, also known as arts education or aesthetic education, is a field that focuses on fostering an understanding and appreciation of the arts, including visual arts, music, literature, theater, dance, and more. It involves teaching individuals to engage with, analyze, create, and interpret artistic expressions, enriching their cultural and creative experiences.

The goals of aesthetics education vary but often include:

Cultivating Creativity: Aesthetics education encourages individuals to explore their creativity and imagination through artistic expression. It provides opportunities for students to experiment with various art forms and develop their unique artistic voices.

Promoting Critical Thinking: Studying the arts encourages critical thinking skills as students analyze and interpret artistic works. They learn to evaluate the meaning, context, and techniques used in art, fostering deeper insights and understanding.

Enhancing Cultural Awareness: Aesthetics education exposes students to diverse cultural perspectives and artistic traditions, fostering an appreciation for the richness and diversity of human expression. It helps individuals understand the cultural contexts in which artworks are created and interpreted.

Fostering Emotional Expression: Engaging with the arts allows individuals to express and process their emotions in creative ways. Whether through writing, painting, music, or performance, artistic expression provides a channel for emotional exploration and communication.

Developing Aesthetic Sensitivity: Aesthetics education aims to develop individuals' aesthetic sensibilities, enabling them to perceive and appreciate beauty, harmony, and expression in various forms. This sensitivity can enrich their experiences and interactions with the world around them.

Building Confidence and Self-Expression: Participating in the arts can boost individuals' self-confidence and self-esteem as they develop skills and express themselves creatively. Aesthetics education provides a supportive environment for students to explore and develop their artistic abilities.

Promoting Lifelong Learning: Aesthetics education instills a lifelong appreciation for the arts and a curiosity to continue exploring and learning. It encourages individuals to engage with the arts beyond formal education, enriching their lives and contributing to personal fulfillment.

Aesthetics education plays a vital role in fostering creativity, critical thinking, cultural understanding, and personal growth, enriching individuals' lives and contributing to a more vibrant and expressive society.

Sri Rabindranath Tagore's Views on Aesthetics Education

Rabindranath Tagore's views on aesthetics education were deeply rooted in his broader educational philosophy, which emphasized the integration of art, literature, and music into the curriculum as essential components of holistic learning. Tagore believed that aesthetics education was not only about teaching artistic skills but also about nurturing individuals' emotional, intellectual, and spiritual development through creative expression and appreciation of beauty.

Here are some key aspects of Tagore's views on aesthetics education:

Integration of Arts into Education: Tagore advocated for the integration of arts into all levels of education, from primary schools to universities. He believed that exposure to various art forms, including music, dance, painting, and literature, was essential for developing a well-rounded individual.

Freedom and Creativity: Tagore emphasized the importance of providing students with the freedom to express themselves creatively. He believed that rigid academic structures stifled creativity and limited individual expression. In his educational institutions, such as Santiniketan, students were encouraged to explore their artistic interests and talents in a supportive and nurturing environment.

Connection with Nature: Tagore believed that a deep connection with nature was essential for fostering creativity and aesthetic sensibilities. He integrated outdoor activities and nature walks into the curriculum, encouraging students to draw inspiration from the natural world in their artistic pursuits.

Emphasis on Imagination: Tagore valued the role of imagination in aesthetics education. He believed that imagination was the key to unlocking creativity and innovation in artistic expression. Through storytelling, poetry, and imaginative play, Tagore encouraged students to explore the realms of imagination and fantasy.

Cultural Exchange and Diversity: Tagore emphasized the importance of cultural exchange and diversity in aesthetics education. He believed that exposure to diverse cultural traditions and perspectives enriched individuals' understanding of art and humanity. Tagore's educational institutions welcomed students and scholars from different cultural backgrounds, fostering dialogue and mutual understanding through the arts.

Harmony and Unity: Tagore's aesthetics education aimed to foster a sense of harmony and unity among students, teachers, and the broader community. He believed that the arts had the power to transcend barriers of language, religion, and nationality, promoting a sense of unity and interconnectedness among people.

Sri Rabindranath Tagore's and Modern Education System

Rabindranath Tagore's views on modern education were both visionary and critical. He believed that traditional educational systems, especially those influenced by Western models, often focused too much on rote learning, standardized curriculum, and the suppression of individuality. Tagore advocated for a more holistic and flexible approach to education that nurtured the intellectual, emotional, and spiritual growth of students.

Here are some key aspects of Tagore's views on modern education:

Holistic Development: Tagore emphasized the importance of holistic development, which encompassed intellectual, emotional, and spiritual dimensions. He believed that education should not only focus on academic achievements but also on nurturing creativity, critical thinking, empathy, and ethical values.

Freedom and Individuality: Tagore criticized the rigid structure and authoritarian nature of modern educational systems. He believed that true education should empower individuals to think independently, express themselves freely, and pursue their unique interests and talents. Tagore's educational institutions, such as Santiniketan, provided students with a supportive environment where they were encouraged to explore and learn at their own pace.

Connection with Nature: Tagore emphasized the importance of a deep connection with nature in education. He believed that spending time outdoors, observing the beauty of the natural world, and participating in activities like gardening and farming were essential for fostering a sense of wonder, creativity, and ecological consciousness.

Cultural Roots and Diversity: Tagore valued the preservation and celebration of cultural heritage in education. He believed that students should be exposed to diverse cultural traditions and encouraged to appreciate the richness and diversity of human civilization. Tagore's educational philosophy emphasized the integration of eastern and western knowledge systems, promoting dialogue, understanding, and respect for cultural diversity.

Community and Collaboration: Tagore emphasized the importance of community and collaboration in education. He believed that learning should be a collaborative and participatory process, where students and teachers worked together in a spirit of cooperation and mutual respect. Tagore's educational institutions were designed to foster a sense of community and shared responsibility among students and teachers.

Tagore's views on modern education challenged conventional paradigms and advocated for a more humanistic, inclusive, and culturally sensitive approach to teaching and learning. His educational philosophy continues to inspire educators around the world, highlighting the

importance of nurturing the whole person and fostering a deeper connection with oneself, others, and the natural world.

Conclusion

In conclusion, Rabindranath Tagore's views on aesthetics education were profound and far-reaching, reflecting his belief in the transformative power of the arts in nurturing the holistic development of individuals. Tagore advocated for an educational philosophy that integrated various art forms into the curriculum, emphasizing creativity, imagination, cultural appreciation, and spiritual growth.

Central to Tagore's vision was the idea of providing students with the freedom to express themselves creatively, fostering a supportive environment where they could explore their artistic talents and interests without constraints. He believed that aesthetics education should go beyond the mere acquisition of skills, encouraging students to develop a deeper understanding and appreciation of beauty, harmony, and expression in all its forms.

Tagore emphasized the importance of nature as a source of inspiration and creativity in aesthetics education, encouraging students to connect with the natural world through outdoor activities and environmental awareness. He also promoted cultural exchange and diversity, believing that exposure to different cultural traditions enriched individuals' understanding of art and humanity.

Overall, Tagore's views on aesthetics education emphasized the holistic development of individuals through the arts, fostering creativity, critical thinking, empathy, and a sense of unity with the world around them. His educational philosophy continues to inspire educators worldwide, highlighting the profound impact of aesthetics in shaping not only individuals but also societies and cultures as a whole.

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