

ISSN : 3048-9652 (Online)

JOURNAL OF EDUCARE (JoE)

A PEER-REVIEWED BIENNIAL JOURNAL OF EDUCATION

Volume: 1

Issue: 2

December, 2024



Published by:
Department of Education, Aliah University, Park Circus Campus
9th Floor, 17 Gorachand Road, Kolkata-700014, West Bengal, India
Email: jhl.edu@aliah.ac.in Website: <https://educare.aliah.ac.in>

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About the Journal

The Journal of Educare (JoE) was launched in 2024 by the Department of Education, Aliah University, Park Circus Campus, 17 Gorachand Road, Kolkata-700014, West Bengal, India. This journal aims to disseminate information about theory, practice, and research in the field of education and its allied subjects. JoE is dedicated to advancing research and innovations in diverse fields within Educational Philosophy, Educational Psychology, Educational Sociology, Educational Technology, Inclusive Education, Open and Distance Learning, Value and Peace Education, Teacher Education, Women Education, Pedagogy of School Subjects, and Assessment and Evaluation, among others. JoE offers an online presence, enhancing accessibility for both readers and authors globally.

JoE is committed to embracing technological advancements, ensuring that the latest research is easily accessible online. This digital availability broadens the journal's reach, allowing it to engage with a global audience of scholars and researchers. JoE is a peer-reviewed, contributed, biannual journal. JoE will be published twice a year, from 2024 onwards, in January to June and July to December. The journal may be accessed at: <https://educare.aliah.ac.in>

The editorial board of JoE comprises experts from the diverse discipline of education who are eminent scholars from various prominent universities, ensuring that all submissions undergo thorough and rigorous peer review. The journal welcomes submissions from authors worldwide, providing a valuable platform for sharing research and fostering collaboration within the academic community.

Overall, the Journal of Educare (JoE) will play a crucial role in the dissemination of knowledge and research within the field of education and its allied subjects. Its dedication to high-quality research, a stringent peer-review process, and a strong online presence will make JoE an indispensable resource for researchers.



Call for Contributions

This biannual publication is for all of us: researchers, students, teachers, teacher educators, administrators And policy makers. It seeks to provide a platform and build a network for our ideas and reflections. To enable this journal to reflect all ideas, we must contribute to it in as many ways as we can. We look forward to many contributing with different experiences, questions, suggestions, perspectives as well as critical comments on different aspects of education. The contributions could be in the form of research articles. We also seek comments and reflections on the current issue to improve publication and make it a participative endeavour. We must together make this journal truly reflective of our ideas. We look forward to receive your contributions for the forthcoming issue. We also look forward to your comments and suggestions. The contributions can be sent to the following:

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Editorial

Editorial

We are excited to present our second edition (July to December 2024) of Journal of Educare (JoE); a forum that promotes creativity, curiosity, values of tolerance, social cohesion and diversity of thoughts for scholars of Education and its allied subjects to publish cutting edge research. This issue is another significant milestone in our efforts to promote intellectual inquiry and build a thriving community of academicians, practitioners, and thinkers.

Here, we have a diverse range of concepts—carefully examined research, provocative interpretations, and innovative ideas—that capture the vibrancy of today's academic and professional environments. In this issue the articles address the most important issues of our day, challenge conventional boundaries, offer fresh perspectives, and present novel viewpoints. What makes this issue particularly special is its emphasis on the theme of issues: Technology, Value education, Philosophical education, Women education, Teacher education, and Higher education. Each article has been selected not only for its scholarly rigor but also for its potential to inspire meaningful dialogue and action. We extend our heartfelt gratitude to our contributors for their dedication and creativity, our reviewers for their meticulous and thoughtful feedback, and our readers for their unwavering support. This collaboration embodies the very essence of what we strive for—a space where information is exchanged, discussed, and honoured. As you explore this issue, we hope you find inspiration, provoke questions, and spark ideas that resonate with your own intellectual and professional pursuits.

Thank you for being part of our journey, and we look forward to your continued engagement in the vibrant discourse that defines JoE.

With warm regards,



Editor-in-chief

JHL .26/12/24

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DEGRADATION OF MORAL, ETHICAL AND CULTURAL VALUES AMONG THE STUDENTS OF HIGHER SECONDARY LEVEL

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ABSTRACT

Moral, Ethical and Cultural Values important Role in Shaping the good Character and Personality of the human life. There are various factors responsible for degradation of moral, Ethical and Cultural Values among the Higher Secondary level Student. In the post moral, Ethical and Cultural Values are the Worthy ideals are Principles that are follows to ideals wish the right from the wrong. The same finding indicates that a child's or student's formation of moral and ethical values comes naturally from their social life. As a group member, the child absorbs the norms, values, and overall demeanour of the group and works hard to shape it. Such a life adjustment advances his growth. Thus, life is dynamic and it has a constant flow. As human being we have to live to love and love to live and present scenario live to love and love to live and truthfulness, honesty respect is a degradation. Television, Computer, Radio and 4G Internet scurries provide every information either good or bad in detraction from. This paper we will discuss about the Cause and possible solution regarding the improvement in remedial measures the of moral, and Ethical and Cultural values among the Higher Secondary level Student. This research article theoretically and methodology best study.

Keywords: Degradation, Moral, Ethical and Cultural Values, Detraction, Present Scenario.

INTRODUCTION

Moral, ethical, and cultural values are powerful instruments that enable individuals to thrive in life. Values encapsulate concepts of truth, beauty, and goodness, yet we are witnessing a degradation of these principles in contemporary society. There is a strong belief that education is losing its impact on learners due to a decline in moral values. Learning devoid of ethical behaviour is ultimately meaningless. At the higher secondary level, imparting moral, ethical, and cultural values is crucial, as childhood and adolescence are critical developmental stages (Smith, 2020; Taylor, 2019). The interrelated nature of these concepts serves as broad guidelines for behaviour in various situations. Therefore, the curriculum should incorporate content with moral implications (Martinez & Turner, 2021). Morality stems from a sense of values associated with leading a meaningful life, while ethics specifically pertains to the principles that govern right conduct (Williams & Lee, 2019). Culture reflects the sophistication a community achieves across various domains, including politics, economics, religion, and the arts (Brown, 2020). The Indian Constitution upholds these values, as Article 29(1) grants every citizen the right to conserve their culture, while Article 51A mandates the preservation of the rich heritage of our composite culture. Children primarily acquire moral and ethical education at home, with teachers playing a pivotal role in promoting these values within schools (Johnson, 2021). However, current trends reveal that students are increasingly engaged with social networking sites like Facebook and Instagram, detracting from their moral, ethical, and cultural development (Zhang & Li, 2020). The decline of the Indian value system may be attributed to a global disregard for moral principles. This raises concerns about the current status of moral, ethical, and cultural values among higher secondary students and necessitates a thorough examination of the factors contributing to their degradation across various sectors of society (Green & Hall, 2020; King, 2021).



BACKGROUND OF THE STUDY

In recent years, educational institutions have prioritized academic performance, technical skills, and innovation, often overshadowing moral, ethical, and cultural education. This trend is noticeable in many secondary education systems globally, where character-building and cultural value teachings have taken a back seat (Smith, 2020). Simultaneously, students now face significant exposure to digital technologies and social media, which shape their beliefs, behaviours, and value systems (Johnson, 2021). This evolving environment has raised concerns among educators, parents, and policymakers about the decline of ethical and cultural values among youth, particularly those in higher secondary education, a critical stage for personal and moral development (Lee, 2022). Research suggests that the reduced focus on moral and cultural education can lead to decreased empathy, ethical indifference, and weaker interpersonal skills among students, impacting both their personal relationships and societal roles (Williams & Lee, 2019). Additionally, constant engagement with digital platforms often promotes materialism and individualism, which may weaken collective cultural norms and ethical standards (Carter, 2018). Although various studies have examined these trends across educational settings, few have specifically focused on their effects on students in higher secondary education. This study aims to address this gap by exploring the factors that contribute to the erosion of moral, ethical, and cultural values among higher secondary students. Understanding these factors is essential for developing strategies that incorporate character and cultural education into school programs. The research aspires to provide insights into how curricula and extracurricular activities can be modified to reinforce these values, ensuring students graduate with both academic knowledge and a solid foundation in ethical and cultural principles.

STATEMENT OF THE PROBLEM

The growing influence of digital media, academic pressures, and societal changes has led to a noticeable decline in the moral, ethical, and cultural values among higher secondary students. Modern Technology in communication no doubt has turned the entire world into a “Global village”. But as it is, technology like two sides of a coin, bring with it both negative and positive sides (Johnson, 2021). Many educational systems prioritize academic achievements and standardized testing, often neglecting character education that fosters integrity, empathy, and cultural understanding. Additionally, students face constant exposure to online content that may promote individualism and materialism, which can overshadow values essential for responsible citizenship and interpersonal relationships. This decline raises concerns about students' readiness to contribute positively to society. Therefore, this study seeks to examine the underlying causes of this degradation in values and explore effective strategies to nurture moral, ethical, and cultural education within the secondary school curriculum.

SCOPE OF THE STUDY

This study focuses on understanding the degradation of moral, ethical, and cultural values among higher secondary students and identifying effective measures to address this issue. The study will examine how various factors, such as digital media, peer influence, and the current educational emphasis on academics, impact students' values. It will include perspectives from students, teachers, and parents to gain a comprehensive understanding of the issue. The findings aim to guide schools, educators, and policymakers in integrating values-based education within the curriculum, enhancing students' character development and preparing them to be responsible, culturally aware members of society.

OBJECTIVES OF THE STUDY

The main objective of this paper;

- i. To highlight the moral Ethical and cultural values degradation in Morden Education and Higher Secondary level Student.
- ii. To analysis the causes of moral Ethical and cultural values degradation present scenario of



Higher Secondary level students.

- iiii. To suggest way improvement and remedial measures of moral, ethical and cultural values among the Higher Secondary level student.

SIGNIFICATION OF THE STUDY

Assumptions about values hold significant importance for education. An educational framework grounded in ethical, moral, and cultural values can profoundly influence society (Thompson, 2021). Education that is merely academic is insufficient; knowledge gained through studies must be translated into actionable practices (James, 2019). Students have the potential to realize their latent abilities, which can be brought to the forefront through proper education and philanthropic initiatives (Smith, 2020). Disinterested service to society is a hallmark of true education, which is fundamentally rooted in moral values (Williams & Lee, 2019). The teacher's role in fostering moral and ethical values is critical. Teachers serve as friends, philosophers, and guides who can inspire young minds with new ideas, thoughts, and philosophies (Green & Hall, 2020). In essence, teachers should embody the values they wish to impart, and their way of life should serve as a source of inspiration for their students. While extensive studies have examined the academic and cognitive development of higher secondary students, there is limited research on the degradation of their moral, ethical, and cultural values in today's digital and highly individualistic society. Existing literature often overlooks how the shift toward academic performance and digital engagement impacts students' character and ethical growth. Additionally, there is a lack of research on how educational institutions and families can collaboratively address these challenges through values-based education. This study aims to fill these gaps by exploring the factors contributing to value degradation and proposing practical interventions to foster holistic student development.

METHODOLOGY OF THE STUDY

This study employs a qualitative methodology, focusing on uncovering themes and patterns rather than quantitative metrics. The research relies on secondary sources for in-depth exploration. Data was collected from a variety of sources, including internet research, library books, personal interactions with classmates and teachers, as well as input from individuals, research journals, and websites.

ANALYSIS OF THE STUDY

According to the objective of the Study Analysis are discussed below:

- i. **To highlight the Moral, Ethical and Cultural Values degradation in Modern Education and Higher secondary level students:** In modern education, particularly at the higher secondary level, there is growing concern over the degradation of moral, ethical, and cultural values (Smith, 2020). Teaching these values is crucial at this stage of education, as childhood and adolescence are formative periods in a person's life (Taylor, 2019). Therefore, the curriculum should include content that addresses moral, ethical, and cultural value implications. As educational institutions increasingly prioritize academic achievements and career-oriented skills, moral and ethical education has often become secondary, leading to gaps in students' understanding of respect, responsibility, and accountability (Williams & Lee, 2019). Furthermore, cultural education and respect for heritage should be promoted alongside global perspectives. Schools could strengthen cultural connections by incorporating festivals, traditions, and diverse perspectives into their programs (Green & Hall, 2020). Addressing the degradation of these values requires a collective effort that emphasizes the holistic development of students as individuals who respect others, act with integrity, and cherish their cultural roots.
- ii. **To analyse the causes of Moral and Ethical values degradation present scenario of secondary level student:** A society's values may deteriorate for a variety of reasons. The global indifference to moral, ethical, and cultural values is often cited as a factor contributing to the erosion of the Indian value system (Thompson, 2021). The middle class tends to promote moral, ethical, and cultural ideals, while



the affluent may not adhere to the same social norms as those from poorer backgrounds, who face inherent financial and social limitations (Martinez & Turner, 2021). The degradation of moral and ethical values among secondary-level students is influenced by several modern factors. The prevalence of digital media and social platforms fosters individualism and materialism, often overshadowing essential values like empathy and respect (King, 2021). Schools, which focus heavily on academic performance, frequently overlook character education, thereby limiting students' exposure to values-based learning (James, 2019). Additionally, peer pressure can lead students to compromise their ethics, prioritizing social validation over personal morals (Zhang & Li, 2020). Shifting family dynamics and reduced parental guidance further exacerbate this trend, while society's emphasis on material success over integrity reshapes students' priorities and diminishes their focus on ethical behaviour.

iii. **To suggest way improvement and Remedial Measure of moral, ethical and cultural values among the Higher Secondary level student:** Moral, ethical, and cultural values are widely acknowledged to transcend the curriculum and should be integrated across all subjects, extracurricular activities, and the ethos of the higher secondary student body (Taylor, 2019). To enhance these values among students, schools can incorporate values-based education, emphasizing empathy, respect, and responsibility throughout the curriculum (Martinez & Turner, 2021). Parental involvement is essential; families can reinforce these values through open discussions and role modelling (Johnson, 2021). Implementing digital literacy programs can help students navigate social media responsibly and critically assess the content they encounter (King, 2021). Community engagement initiatives, such as volunteering, provide students with practical experience in empathy and social responsibility (Williams & Lee, 2019). Finally, mentorship programs involving teachers or community leaders can offer guidance and role models, illustrating the significance of moral and ethical behaviour in real-world contexts (Zhang & Li, 2020). There is a wide range of opinions regarding moral, ethical, and cultural values, and no singular "discipline" of moral education aligns with the conventional subjects already covered. As part of outdoor activity programs, higher secondary students should be exposed to historically significant sites, adventure locations, and areas that promote arts and culture appreciation. These experiences can teach self-discipline, initiative, teamwork, and provide valuable insights into our historical and cultural legacy (Thompson, 2021). Additionally, events like games and sports, NCC activities, excursions, field trips, Teachers' Day, Annual Day, and UNO Day can further promote these values in practical settings.

The degradation of moral, ethical, and cultural values among higher secondary level students is a complex issue shaped by various contemporary factors. As identified in the analysis, the increasing emphasis on academic achievement and career-oriented skills often overshadows the importance of moral and ethical education in schools. This shift results in a generation of students who may excel academically but lack a strong foundation in values such as empathy, respect, and social responsibility (Williams & Lee, 2019). The role of digital media in fostering individualism and materialism, as well as peer pressure to prioritize social validation over personal morals, further exacerbates this degradation (King, 2021). Additionally, modern family dynamics, where both parents may be busy with professional commitments, often leave limited time for providing moral guidance, contributing to the erosion of ethical standards in students (Johnson, 2021).

Moreover, the cultural degradation in schools is also linked to a globalized world where students are increasingly exposed to diverse values and ideologies, sometimes at the expense of their own cultural heritage. While global perspectives are important, it is equally crucial for students to maintain a connection to their cultural roots (Brown, 2020). The lack of emphasis on cultural education in schools can lead to a disconnection from traditional practices and values that have long been central to a society's identity (Green & Hall, 2020). To address these issues, it is essential for schools to integrate moral, ethical, and cultural education into all aspects of student life, not just through dedicated lessons, but also through



extracurricular activities and the ethos of the school environment (Taylor, 2019). By fostering an inclusive approach to moral education that blends empathy, respect, and cultural appreciation, schools can ensure that students are not only academically proficient but also well-rounded individuals with a strong sense of responsibility, integrity, and social awareness (James, 2019). This holistic approach is vital for shaping students into responsible citizens capable of contributing positively to society.

DELIMITATION OF THE STUDY

- i. The study is Delimitation to Higher Secondary level Students.
- ii. The study is Delimitation in four independent variables i.e. degradation, Moral, ethical and cultural values, Students, Higher Secondary level.

FUTURE RESEARCH STUDY

No study can be completely definitive, much less a subject of this type. There is always a scope for diversification in methodology and instrument. A study also throws up issues of significance which need further investigation.

CONCLUSIONS

Awareness Should be created among the students regarding value education. There should be group discussion among the student regarding related problems. Student should review present condition in the education system and the Contemporary problem in the society which they can related to their curriculum. Finally, teacher and other specialist should create specialist should create special environment in the class for inculcating Moral, Ethical and Cultural Values at the college and university level, there should be at least one class on Moral, Ethical and Cultural education to prevent the declining morality among students. Teacher plays the most important role instilling moral values. Teacher should be idealistic, liberal, sympathetic towards the students. It should be borne in mind that examples are better than precepts. Help students develop skills like reflection, argumentation and discernment to make ethical decisions. Teachers should teach students about empathy and kindness to create a caring and compassionate society. Encourage students to always tell the truth even when it's difficult. This helps build trust and respect. We should help students to develop civic virtue, respect for others and concern for the common good.

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SUGGESTION

To effectively address the degradation of moral, ethical, and cultural values among higher secondary students, a multifaceted approach is recommended:

- i. **Values-Based Curriculum:** Schools should incorporate moral and ethical education into the curriculum, focusing on empathy, integrity, and respect. Subjects like character education can reinforce these principles in an academic setting.
- ii. **Digital Literacy Programs:** Teach responsible and critical use of social media, helping students to evaluate online influences thoughtfully.
- iii. **Parental Involvement:** Engage parents through workshops to reinforce moral values at home, ensuring a consistent message across environments.
- iv. **Community Service:** Involve students in community service projects to promote empathy, responsibility, and a sense of social contribution.
- v. **Mentorship Programs:** Pair students with mentors to model positive values, guiding them through real-life applications of ethical and cultural principles.



ARTIFICIAL INTELLIGENCE AND TEACHER EDUCATION FOR FUTURE CLASSROOM: THE ERA OF AI

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ABSTRACT

Many studies and global reports show that artificial intelligence is increasingly recognized as a key part of educational technology in classrooms and teacher training. Although it has been evolving day by day, teachers still face challenges in understanding how to effectively integrate it into broader pedagogical practices and realize its potential impact on teaching and learning. Through a systematic review, the investigator wants to provide an extensive summary of the literature on the application of AI in teacher preparation for the future classroom. Out of the 50 publications initially identified from 2010 to August 2024, among of these 20 publications met the specific inclusion and exclusion criteria which were selected for final analysis. The investigation's outcomes focus on the transformative possibilities of 'AI in teacher education', accenting the need for adequate training, ethical considerations, and ensuring equitable access to AI-powered tools. The investigator also stressed the importance of encouraging prospective teachers to effectively incorporate AI into their teaching methods while maintaining a focus on human-centered education. The investigator concludes that the 'Integration of AI' into teacher education and future classrooms is creating a more personalized, efficient and engaging informative experience for both teachers and students. By supporting teachers in professional development and automating tasks, AI is freeing up time for creative and impactful teaching. In the classroom, AI fosters an environment where learning is adaptive, interactive and inclusive which helping to prepare students for a rapidly evolving world. As AI continues to advance, its role in education will grow, creating new and efficient learning systems.

Keywords: Artificial Intelligence (AI), Teacher Education, Teaching- Learning, Technologies, Teacher of The Future.

INTRODUCTION

Artificial intelligence (AI) is composed of two elements one is "Intelligence" which refers to the ability to understand something and another is "Artificial" which denotes something that is man-made or not naturally occurring. AI can be described as a scientific discipline that involves the development and engineering of systems known as intelligent devices and software. These systems are designed to create autonomous machines capable of executing complicated tasks by employing reflexive processes similar to human thinking (Habib & Bilal, 2019). The quick development of 'artificial intelligence' has led to its adoption in various sectors of the society including education. The application of 'AI in classroom' has the potential to revolutionise education by providing individualised learning opportunities, optimising the grading and evaluation procedures and increasing student involvement. AI could significantly influence education, reshaping how teachers instruct and students learn (Iku-Silan et al., 2023). AI has the capacity to assist teachers in customising their teaching to each learner's needs and in providing instant feedback to enhance the quality of learning (Runge et al., 2023). Additionally, AI can do a lot of administrative work automation, allowing teachers to dedicate more time to providing top-notch instruction. It might also address issues with education, like the need for lifelong learning and the rise in the need for workers to reskill and upskill (Chiu et al., 2023). Furthermore, Artificial Intelligence possesses the capability to improve accessibility to education and



allow for more personalised educational experiences (Lee & Yeo, 2022).

It is critical that teachers recognise the importance of AI technology and welcome its potential advantages as it develops and becomes more broadly available. AI's revolutionary potential which includes the ability to automate administrative duties, improve feedback systems and provide individualised instruction highlights the need for teachers to adjust and take advantage of these prospects. The researcher attempts to explore the usefulness of 'artificial intelligence (AI)' in education and looks into ways to train teachers to use AI in the classroom.

RELATED WORKS

Artificial intelligence (AI) and Teacher Education

In the present days integration of ICT and 'artificial intelligence' in modern teacher education programme has been clearly increased. By supporting individualised learning experiences, advancing grading and evaluation, and raising student engagement, the possibility of 'artificial intelligence' can be completely changing the education. Consequently, there is an increasing focus on offering prospective teachers with the abilities and information required to successfully integrate 'artificial intelligence' into their teaching strategies (Ismail et al., 2024). Lee & Yeo (2022) found that AI integration in teacher education helps to improve ability of teachers' which is customise his/her lessons, make more relevant assessments and establish deeper connections with students. Mizumoto & Eguchi (2023) revealed that AI can assist teachers in identifying students who are struggling at an earlier stage, offering specific interventions and ultimately enhancing student success. Iku-Silan et al., (2023) found that Chatbots and adaptive learning platforms are examples of AI-driven solutions that can facilitate remote learning by providing students with individualised help. Lee & Yeo (2022) found that AI makes a suitable environment to gain the knowledge for example It can provide personalized support to help the students. Yang et al., (2020) revealed that Teachers with proficiency and knowledge in AI may help close the gap between the 21st century abilities that they are looking for and what is being taught in schools. An increasing number of employment opportunities in the workforce require AI expertise.

Teachers for the Future Classroom

“Teachers of the Future” refers to a new generation of instructors who has a wide range of abilities to successfully negotiate the challenges of modern education (Ismail et al., 2024). Drigas et al., (2023) investigated on “Teacher of the Future” and found that teachers of the future perform a vital role in connecting the gap between the school, parents and students. They are adept at integrating modern technologies like artificial intelligence into their lesson plans. They are crucial in helping students develop their identities in social and academic settings. Luo, (2018) revealed that future teachers can easily adopted dynamic educational environment and they are proficient to use AI based technology as well tools to help and support their students. They more proficient to use AI and others tools which can help to increase the student outcomes. UNESCO (2023) define that Future teachers must use technology to make instruction more dynamic and interesting. They must use in-the-moment learning resources to spark students' curiosity and ignite their passion for learning.

METHODS

The investigator has decided the purpose of this review, which is to address the central question: “How do we use artificial intelligence in teacher education for the future classroom?” The method used for this investigation was content analysis. A study technique that offers a methodical and impartial way to describe and evaluate an event is called content analysis (Sandelowski, 1995). This method is also recognized as a technique for analyzing documents. Content Analysis used to draw conclusions from



data that are reliable and repeatable within their context. Its goals are to reflect facts, provide new knowledge, and provide a useful action guide (Krippendorff, 1980). A survey of relevant literature was conducted, with an emphasis on academic publications and research projects pertaining to the incorporation of AI in education. Important arguments and insights that influenced the paper's viewpoint were presented in this review. Different strategies and findings were used in the results and discussion section after a review of related literature and an assessment of their viability and efficacy. The paper presents a narrative that draws on the information synthesized from the literature study to support its position on how to prepare future teachers to address the challenges and grasp on the chances that artificial intelligence brings. The paper's ideas for real implementation were based on this synthesised literature.

SEARCH STRATEGY

In the context of this comprehensive review's objectives, the first search strategy and second criteria (see Table- 1 and 2) concentrated on international journal's articles which is only published in English that addressed AI in Teacher Education and Teaching Learning process in classroom, also those types of articles give importance which was discussed about AI and school, college or university level education globally. Two international databases Web of Science and Scopus, were searched for these publications using keywords, abstracts and titles. Although there are issues with peer review procedures in the scientific community (Smith., 2006). The review was limited due to their widespread academic credibility and stringent review procedures and the review was restricted to articles published in various journals (Nicholas et al., 2015). At first total 50 documents were found when the search was done in July 2024.

Table-1: Initial Search

Topic	Terms used during the searched process
<i>Artificial Intelligence (AI)</i>	<i>“Artificial Intelligence” / “Chat Bot” / “Automated Tutor” / “Personal Tutor” / “Intelligent Agent” / “Artificial Intelligence and Teacher Education” / “AI And Classroom” / “AI and Teaching- Learning”.</i>
<i>Education Level</i>	<i>“Elementary School” / “Primary School” / “High School” / “Vocational Education” / “Adult Education” / “Higher Education” / “Teacher Education” / “Professional Training”</i>
<i>Teacher Education</i>	<i>“AI and Teacher Experience”/“AI and Teacher Knowledge and Skill”</i>
<i>Teaching Learning</i>	<i>“AI and Classroom” / “AI and Teaching”.</i>



Table-2: Final selection criteria

<i>‘Inclusion Criteria’</i>	<i>‘Exclusion Criteria’</i>
<i>Paper Published 2010 to August 2024</i>	<i>Paper Published before 2010</i>
<i>Paper Published in English language</i>	<i>Paper Published in Others language</i>
<i>Teacher Education or School/College/ University Education</i>	<i>Not in Teacher Education Teacher Education or School/College/ University Education</i>
<i>Empirical/Primary related study</i>	<i>Not Primary (e.g., review) related study</i>
<i>‘Web of Science & Scopus Articles’</i>	<i>‘Not a journal article’</i>
<i>AI uses in Teacher education/Education/Classroom</i>	<i>AI not uses in Teacher education/Education/Classroom setting</i>

RESULTS AND DISCUSSION

Based on synthesis of finding from various study, synthesis of insights and evaluation of various study a number of approaches have been developed for educating Teachers in this AI Era. These strategies include:

AI and Teacher Education: After conducting the content analysis the investigator found some essential result which represent in the era of AI, teacher needs to develop some essentials skills of AI and gain necessary knowledge regarding various type of AI powered tools like Canva, ChatGpt, AudioPen, Assessment, Quilbolt etc. AI has the potential to significantly change preparation for teachers but there is a need for training programs to focus on developing teachers' competencies in using AI effectively in the classroom (Holmes et al., 2019). AI-powered tools can provide personalized, data-driven professional development, but successful implementation requires addressing issues of access, equity and teacher readiness (Zawacki-Richter et al., 2019). AI can assist teachers in designing lesson plans, recommending resources and even generating teaching materials aligned with curriculum goals. This simplifies the planning process and ensures that the content is customized to meet students' needs. AI in education opens up numerous possibilities. For example, an AI in education tool could automatically recommend student groupings best suited for specific collaborative activities. It could do this by intelligently connecting individual student models, which contain insights into their previous learning experiences, achievements, current learning progress, personalities and other relevant factors (Alberola et al., 2016). AI serves as a valuable assistant in enhancing teaching, not as a replacement for teachers. The misconception that AI will take over teaching roles should not overshadow the advantages it offers to teachers' instructional practices. Teachers need to have confidence in their vital role within the educational process and adapt AI tools to complement and improve their teaching strategies (Queiroz et al., 2022). The facilitator and mediator role of the teacher in integrating AI to improve pedagogical practices. It also highlights the challenge of implementing collaborative teaching methods, asserting that AI supports and complements these approaches rather than taking over the role of the instructor in the classroom (Alberola et al., 2016). AI tools for students that aim to improve learning and assessment were the first in a line of evolution for the application of AI in education. It has since expanded to include teacher-facing AI, which supports instructional practices in addition to system-facing AI meant to help



with educational institution management (Baker et al., 2019). Integrating AI content across current teacher training programs embeds AI concepts within the broader curriculum rather than isolating them as separate subjects. This method helps future teachers recognize how AI interrelates with various components of education, including curriculum development, assessment strategies and classroom management (Ismail et al., 2024). Teachers play a unique role in offering emotional and moral support while fostering critical thinking in students. At the same time, AI holds significant potential for enhancing teaching and learning processes. Promoting literacy in AI, using AI into classroom and various types of teacher education, encouraging peer learning among prospective teachers, offering ongoing professional development and fostering an optimistic outlook on AI integration are just a few of the essential strategies involved in preparing future teachers for the AI era. Teacher training institutions should prepare future teachers with a solid foundation in applying AI in their teaching practices through comprehensive education programs (Ismail et al., 2024). This study collectively highlights the transformative possibilities of 'artificial intelligence' in teacher education programme, highlighting the need for adequate training, ethical considerations and ensuring equitable access to AI-powered tools. The investigator also emphasises how crucial it is to focus on human-centered education while teaching future teachers how to effectively integrate 'artificial intelligence' into their lesson plans.

AI and Future Classroom: After synthesised of the data from the review of the relevant literature a number of techniques have been developed to help teachers get ready for the future classroom. These studies demonstrate the transformative role that technology will play in classrooms of the future by highlighting the ways in which AI may enhance and improve teaching learning process as well classroom situation. With the use of AI, intelligent systems that support student learning, offer customised feedback and help teachers monitor and evaluate student progress may be developed (Akavova et al., 2023). With the use of AI teachers can modify their pedagogy to provide better instruction by gaining insightful knowledge about students' progress through the analysis of learning data. Technologies like smart classrooms and virtual reality offer greater potential for embedding concepts in students' minds compared to traditional literary mediums. However, challenges remain in integrating AI to create smarter classrooms that enhance learning and improve student outcomes (AlFarsi et al., 2020). According to Baker and Smith (2019) There are three categories of educational AI technologies are learner-facing, teacher-facing and system-facing. Adaptive learning systems and other learner-facing technologies directly support students in acquiring new information. Teacher-facing tools reduce workload by automating tasks like grading and plagiarism detection while providing insights into student progress for more targeted support. System-facing AI tools give administrators data to monitor broader trends, like student regress. The readiness of instructors is an essential aspect in the effectiveness of 'AI in education' as their central role remains crucial (Trotsko et al., 2019). Teachers are key to preparing students for an AI-integrated future, making their willingness to embrace AI vital for successful implementation (Ayanwale et al., 2022). These studies emphasize AI's potential to change education, highlighting the importance of teacher training and addressing ethical challenges to ensure AI supports rather than replaces humans as well as teachers. After synthesized the data, this study offers a thorough analysis of AI's potential application in future classrooms going forward, focusing on its impact on teachers, teaching practices and classroom management. The study emphasises how AI has the ability to revolutionise education while emphasizing the importance of teacher training, ethical considerations and ensuring that AI complements rather than replaces the human element in teaching.

CONCLUSION

A teacher who combines pedagogical and digital skills acts as a mediator, centers the student in the learning process and employs new technologies effectively (Stathopoulou et al., 2020). This approach guides students towards self-directed learning and fosters continuous engagement. Additionally, engaging in a digital learning community can improve a teacher's ability to collaborate and



communicate with colleagues, as well as their digital proficiency. Mastery of pedagogical, scientific and digital skills also enables a teacher to transform syllabuses. Improving student education is necessary to meet the demands of the twenty-first century and exploring innovative methods to prepare them as active, critically thinking members of society. It is clear that there is a shortage of in-depth critical thought regarding the difficulties and dangers posed by AI in education. Additionally, the link to established pedagogical theories remains underdeveloped. This emphasises the need for a deeper investigation of ethical and instructional approaches when applying 'AI to education' (Zawacki-Richter et al., 2019). The integration of 'AI into teacher education programme and future classrooms is creating a more personalized, efficient and engaging educational experience for both educators and students. By supporting teachers in professional development and automating tasks, AI is freeing up time for creative and impactful teaching. In the classroom, AI fosters an environment where learning is adaptive, interactive, and inclusive, helping to prepare students for a rapidly evolving world. As AI technologies continue to develop, their role in education will expand, leading to innovative and effective learning systems.

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ISLAMIC PHILOSOPHICAL THOUGHTS TOWARDS A HOLISTIC EDUCATIONAL APPROACH

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ABSTRACT

Islamic Philosophy refers to a rich tradition of philosophical thought that emerged within the Islamic world from 8th to 14th century. The present study has tried to perceive the core concept of Islamic Philosophy and its viewpoint about education. The study has deeply analyzed the educational background of Islamic Philosophy. It has conducted based on qualitative research approach. In Islamic Philosophy God is the ultimate reality and acquiring knowledge is obligatory on every person to know the truth and wisdom. One of the main aims of education in Islamic Philosophy is to produce a good man for humanity. It aims at the balanced development of a person's entire personality. To achieve this, a person's spirit, intellect, logical-self, sentiments, and bodily senses are all trained. It gives emphasis on both, physical and spiritual aspects of knowledge and promotes scientific knowledge. The article also discussed Islamic School of Philosophy from the viewpoints of branches of philosophy (metaphysics, epistemology, and axiology). Muslim civilisation was at its pinnacle of development in the 8th century, when metaphysics, epistemology, and empirical investigations of nature combined to produce an explosion of scientific spirit. Ultimately, it is regarded as an achievement in holistic development of knowledge. Islamic Philosophy gives a detailed description of the whole education system, and it has been supporting to achieving holistic Education.

Keywords: Islamic Philosophy, Holistic Education, Islam, Philosophy, Education.

INTRODUCTION

Islamic philosophy is a profound and varied intellectual tradition that has significantly contributed to the development of Islamic thought and culture. The tradition of Islamic Philosophy emerged in the early Islamic Period, when Muslim scholars began to engage with the ideas and concept of the holy book Quran. Over the centuries, Islamic Philosophy has evolved into a complex and prosperous tradition that has produced many influential thinkers and discussed the concept of education from diverse point of view.

The cardinal points of the Islamic Philosophy is the Quran which was described by Prophet Muhammad (PBUH) in his life time (AD 570-632) from his divine knowledge. Quran is the is the main source of Islamic Philosophy, which contains every principle of Islamic thought. The Quran shows itself to be both a manual for choosing the right path and an appeal for everlasting salvation. In Islamic Philosophy Quran is the main source of knowledge and acts as a complete manual for both the individual and society. Acquisition of knowledge (*ilm*) for each and every person is emphasized in Islamic Philosophy.



RESEARCH QUESTIONS

- What is the core concept of Islamic Philosophy?
- Is there any role of Islamic Philosophy on Education?
- Does Islamic Philosophical concept relevant for modern Education System?
- What is the concept of Holistic Education from the viewpoint of Islamic Philosophy?

METHODOLOGY

The research has carried out based on the method of document review in the direction of qualitative approach of research. Data for this paper has collect from primary and secondary sources such as, Quran, Hadith, various books, research articles, and electronic journals. Methods has used to collect information- document review, archival investigation, representative themes, that were found across collected documents, coded and analysed for presentation. In this study, Islamic system of education has been analysed deeply. The content of each document has reviewed in detail by the researchers.

OPERATIONAL DEFINITION

In this research paper, operational definitions are essential for clarifying the key concepts related to “Islamic Philosophical Thoughts Towards a Holistic Educational Approach.” By establishing precise and measurable definitions, this section ensures a common understanding of terms that has been used in the study.

Holistic Education: Holistic education is an educational movement that aims to engage every aspect of a learner, encompassing the mind, body, and spirit. This approach prioritizes the comprehensive development of the individual, addressing their intellectual, emotional, social, physical, and spiritual dimensions. It aims to provide students with a well-rounded education that goes beyond just academic knowledge and skills, it also helps individuals become well-rounded, enabling them to make positive contributions to society.

Holistic education focuses on creating learning experiences that are relevant and meaningful to students, and that encourage them to think critically, creatively, and independently. It emphasizes the importance of active learning, inquiry-based learning, and experiential learning, which allows students to learn through hands-on experiences and real-world application.

It also values the relationship between the student and teacher, and between the student and their community. It seeks to foster a sense of interconnectedness and empathy among students, and encourages them to develop a sense of responsibility and accountability for their actions.

So, we can divide Holistic education from main five aspect-

- *Cognitive development*
- *Spiritual development*
- *Social development*
- *Emotional development*
- *Physical development*

Islam: Islam is the world's biggest monotheistic Philosophy after Christianity. Arabic word Islam comes from the word “Salama” which means peace and Submission to God. Followers of Islam is called as Muslim. Fundamental belief of Islam is “there is only one God, and Prophet Muhammad (PBUH) is



the messenger of God.” The main source of Islamic Philosophy is two. First one is the Al-Qur'an, it contains 114 chapters which are called Surahs and Second one is Hadith.

Philosophy: The word philosophy comes from the Greek terms “Philo,” meaning love, and “Sophia,” meaning wisdom. Therefore, philosophy literally means “the love of wisdom.” It serves as a foundation of knowledge, exploring fundamental questions about existence, knowledge, values, reason, and the mind. Philosophy, as a discipline, aims to understand the nature of reality and human experience through systematic inquiry and critical thinking.

Concept of Islamic Philosophy:

The renowned physicist and Nobel Prize laureate, Albert Einstein, famously stated, “Science without religion is lame; religion without science is blind.” In Islamic philosophy, while the Qur'an is not a book of science, it contains over six thousand verses (Ayat), more than a thousand of which address fundamental scientific concepts. Islamic Philosophy is a branch of philosophy that is rooted in the intellectual tradition of Islam. It encompasses a broad range of philosophical disciplines, including metaphysics, epistemology, and axiology. Here is a brief overview of each of these areas-

❖ **Metaphysics:** From the perspective of the metaphysical thought in Islamic philosophy, the world is created by God (Allah), who is recognized as the supreme power and authority of the entire universe. God is considered the ultimate reality, the origin of all existence, and the Creator of everything, including all souls. Among these creations, humans are viewed as the most exalted and honoured. It is emphasized that God is free from all desire as human-like desires such as hunger, thirst, or sleep, as He is beyond the limitations of the material world. Islamic philosophy does not support the concept of rebirth; instead, it teaches that there is life after death.

❖ **Epistemology:** One of the central concepts in Islamic epistemology is the idea of “ilm” which means knowledge. Acquiring knowledge is obligatory on every person to know the truth and wisdom. The first word revealed by Allah to Prophet Muhammad (PBUH) was 'Iqra' meaning 'read' emphasizing the pursuit of knowledge. (Sultana, 2012) In Islamic Philosophy the main source of knowledge is Al-Quran and Hadith. The Quran is only one, it has no version. In the other hand there is several books of Hadith. The scholars of Hadith literature classified Hadith based on their authenticity and reliability as follows-

- *Sahih*: It is the genuine and authentic ones.
- *Moothaq*: It is almost like Sahih but the description is not as strong as Sahih.
- *Hassan*: It is use to describe Hadith whose authenticity is not as well-established as Sahih but sufficient for use as supporting evidence.
- *Dha'eef*: It is the weak narration which are not so reliable. (Hashim, 2023)

Types of knowledge:

- Enul-Yakeen (Knowledge by perception)
- Hakkul-Yakeen (Knowledge by experience)
- Ilmul-Yakeen (Knowledge by reasoning) (Pal, 2013)

Islamic Philosophy denotes knowledge into two forms; that is-

- Physical- (Knowledge of this universe).
- Spiritual- (Knowledge of Islam).



Axiology: Axiology is a branch of philosophy that focuses on the study of values and value judgments. Islamic Philosophy emphasis on ethics, purity, and service for humanity. There are four concepts in Islamic brunch of axiology-

- Farz (It is mandatory or compulsory to perform)
- Sunnah (It is recommended but not mandatory)
- Halal (It refers the action or things that are permissible or allowed)
- Haram (It refers to action or things that are extremely prohibited)

Islamic Philosophy and Holistic Education:

Islamic philosophy views education as a holistic process that nurtures the mind, body, and soul, balancing spiritual and intellectual development. It emphasizes the integration of worldly knowledge with religious understanding, aiming to create individuals who are intellectually capable, morally upright, and spiritually aware. In this context, holistic education aims to nurture well-rounded individuals who achieve academic excellence, uphold strong ethical values, and make positive contributions to society.

Concept of Education in Islam:

Muslim scholar defined Education from three different dimensions. First one is '*Tarbiyyah*' it is the process of education that emphasises a person's intellectual and physical growth. Second one is '*ta'dib*' which refers to educating, correcting, and rewarding excellent manners and behaviour. It gives emphasis on knowledge of faith and noble code of conduct. Third one is '*taleem*' it is the process of education that is emphasis on teaching and learning. (Yasin & Jani, 2013)

Islamic Educational Institution:

The medieval period in India, spanning approximately from the 10th century A.D. to the mid-18th century, was marked by the predominance of the Muslim education system. Islamic School of Philosophy has played an important role at that time. At this time Islamic educational institution was divided into two categories-

- Maktab (Primary Education)
- Madrasah (Higher education)

Maktab: It is the primary educational institution of Islamic Education. It attached to a Mosques and teaches by a teacher '*Maulavi*.' He read Ayat of the Quran and students repeat it for memorise. First, they taught the alphabet, correct pronunciation and memorization. The Maktab were generally run by public donations.

Key Feature:

- Maktab are attached to any mosque.
- Students attended these Maktab in early age and read the verses of the holy Quran.
- The mosque's maulavi handled the teacher's duties.
- Here education is totally free of cost.
- In some Maktab writing and arithmetic also taught. (Kumari, 2021)

Madrasah: It is the centre for higher education in Islamic education system. Madrasah derived from Arabic word '*Dars*' means '*lecture*.' After completing Maktab education students sent to Madrasah to receive higher education. These Madrasah worked as the international centre of learning.

Key Feature:

- The preservation and dissemination of religion and culture was the primary goal of the establishment of this Madrasah.
- Wealthy donor providing funds for their maintenance and development of Madrasah.
- The course should take 1012 years to complete.
- Lecture method, inductive method, analytical method, discussion method is use for teaching. (Kumari, 2021)



Aims of Education in Islamic Philosophy:

The first global conference on Muslim education, chaired by King Khaled and held in Makkah from March 31 to April 8, 1977, outlined key goals for Muslim education. The conference proclaimed that the fundamental goal of education should be the holistic development of the human personality, encompassing the nurturing of the spirit, intellect, rational self, emotions, and physical senses. Consequently, education should promote growth across diverse dimensions, such as spiritual, intellectual, imaginative, physical, scientific, and linguistic, motivating individuals to pursue goodness and strive for excellence.

Here are some quotes from well-known philosophers, educators, and intellectuals who have addressed the goals and objectives of Islamic education:

Qamruddin (1986): “Islamic system of education aims to create a society where there is harmony, equality and brotherhood, and where people are pious, God fearing and where social justice prevails, where based on maximum use of each person's ability for general social benefit.”

Syed Alt Ashraf (1982): “The primary aims of Islamic education is of course to knowing all aspects of Islam from the historical, social and global perspective.” (Siddiqui, 2012)

After analysing the Quran and Hadith and opinion of Islamic Scholar some important aim of education is observed from the viewpoint of Islamic Philosophy are below-

- The primary goal of Islamic education is to spread the light of knowledge among all the human beings.
- To provide the teachings of Holy Quran as the first step of education.
- To promote global brotherhood despite differences in people's backgrounds, professions, and social classes.
- To develop moral attributes that are universally seen as desirable by society.
- To produce a good man by all round development of an individual.
- To produce man who has as well as spiritual and scientific knowledge.
- Development of Knowledge.
- Ethical and moral development.

Curriculum in Islamic Philosophy:

Islamic Philosophy denotes curriculum in a wide range. Subject of curriculum in Islamic Philosophy is mainly divided into two parts, Spiritual Knowledge and Materialistic Knowledge.

- Spiritual Knowledge: It included the knowledge of Al-Quran and Hadith.
- Materialistic Knowledge: It included Language, math, science, history, agriculture, geography, law, and moral education.

Methods of Teaching in Islamic Philosophy:

A method of teaching is an organised series of steps taken to quickly accomplish the goals of the learning outcomes. “Teaching method is a strategy for achieving a learning objective through planned presentation delivery.” (Mok Soon Sang, 1992) It also means “moving towards a learning objective which has been planned and organized.” (Sharifah Alwiah, 1986). The student firstly expected to memorize the Quran and then as many hadiths as possible. To help the learner remember the Al-Quran, the teacher reads it aloud to them.

In short Islamic Philosophy describe the method of teaching like-

- ❖ Primary Education-
 - Oral and direct method
 - Memorization, rote learning



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In short Islamic Philosophy describe the method of teaching like-

- ❖ Primary Education-
 - Oral and direct method
 - Memorization, rote learning
- ❖ Higher Education-
 - Lecture method
 - Monitorial method
 - Logical Method

Role of Teacher in Islamic Philosophy:

In Islamic School of thought teachers are the most honoured person. Teachers are commonly called a 'shaykh' would repeat the Al-Quran hadiths that the student can remember it. They are the most influential person of the society. If we see Al-Quran it says, “Are those who possess knowledge and those who lack it equal? (39:9) (The Quran, 2019) Here by asking question Al-Quran is emphasizing on knowledgeable person. Teacher holds high position in society. In Islamic Philosophy Prophet Muhammad (Peace be upon him) is the role model of a teacher. His teachings and speeches, and work is remarkable.

In Islam, various quotes emphasize that a teacher shapes an individual's personality, broadens their mind, and guides them on the right path; in essence, a teacher plays a crucial role in developing a person's character and overall personality.

Islamic School of Philosophy denotes some special characteristics of teacher, like-

- Teacher must have a high level of moral character.
- He will be a knowledgeable person.
- To have the abilities of imparting knowledge effectively.
- To obtain qualities such as tolerance, patience, hardworking, honesty, punctuality etc.

If we see the modern education system, all this character of a teacher is very important to build a strong nation. All this trait of a teacher helps to develop social, moral and spiritual development of a student.

Role of Students in Islamic Philosophy:

Students are the vital component of the entire education system. Islamic Philosophy says that students should not be harsh. They will be stay focused.

- To follow the basic values which have been prescribed in Islam.
- To obey their teacher.
- To be inquisitive in acquiring knowledge.
- Make Prophet Muhammad as their role model.

Concept of Discipline in Islamic Philosophy:

Discipline is given special importance in Islamic Philosophy. It promotes self-discipline. There are many verses in Al-Quran and in Hadith that talks about gentleness and to maintain discipline. Allah said about Lukman's words to his next son;

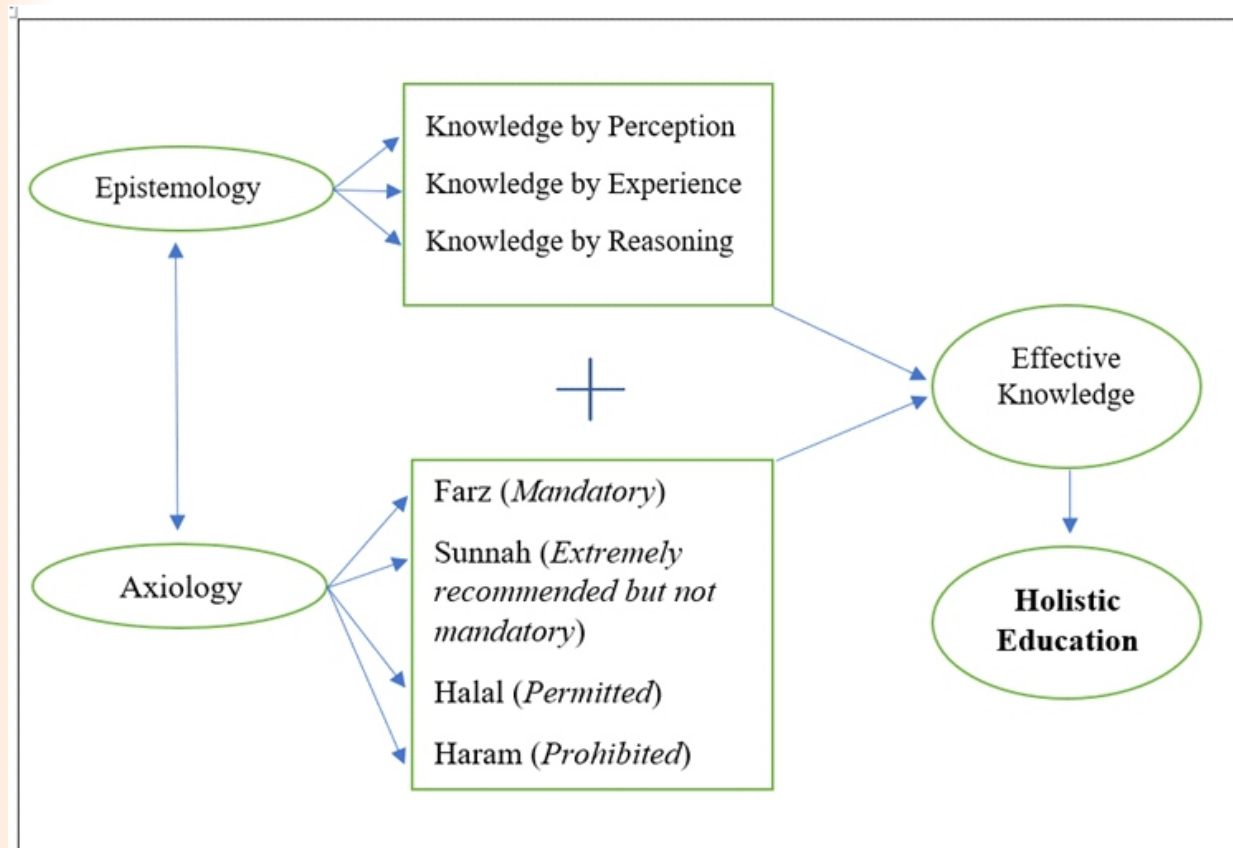
“O my son, *remember* the prayer, advocate righteousness, forbid wrong, and *show patience* over what has befallen you. *These qualities are* the most honourable traits.”- (31:17)(Quran, 2014)

“Do not treat people with arrogantly, nor walk proudly on earth. Allah does not love the arrogant people.”- (31:18).(Quran, 2014)

“Be moderate in your walking, and lower your voice. Verily, the harshest of all voice is the braying of the asses.”- (31:19).(The Noble Qur'an)

So, it is clear that in Islamic Philosophy promotes Self-discipline.

Holistic Model of Education in the light of Islamic Philosophy:



This model of Holistic Education of Indian Philosophy describes the epistemological aspect three types of knowledge Enul-Yakeen (knowledge by perception), Hakkul-Yakeen (knowledge by experience), Ilmul-Yakeen (knowledge by reasoning), when these all types of knowledge merge with Islamic axiological aspects- Farz, Sunnah, Halal, and stay away from Haram (prohibited) then the knowledge comes out that is considered as effective knowledge or true knowledge. Islamic Philosophy gives special emphasis in these aspects for holistic development of a person.

FINDINGS

Islamic Philosophy is deeply rooted in the Quran and Hadith, focusing on the unity of God, the transient nature of the physical world, and the pursuit of knowledge as a moral duty. It categorizes knowledge into physical and spiritual, emphasizing ethical and moral values.

Islamic Philosophy advocates a holistic educational system that balances intellectual, physical, and spiritual development. Historical Islamic educational institutions, like Maktabas and Madrasah, played a significant role in providing both religious and worldly education, with an emphasis on the moral and intellectual growth of both teachers and students.

The Holistic Educational model from an Islamic perspective integrates cognitive, spiritual, social, emotional, and physical development, promoting a balanced pursuit of knowledge and self-discipline. This approach remains relevant today, encouraging the comprehensive development of individuals in both spiritual and intellectual aspects.

DISCUSSION

The research paper on Islamic Philosophy and its impact on education explores the holistic nature of



education as envisioned by Islamic thought. The study emphasizes that Islamic Philosophy, deeply rooted in the Quran and Hadith, views education as a balanced development of an individual's spirit, intellect, and body. It promotes the idea that acquiring knowledge is obligatory for all, aiming to produce well-rounded individuals who are morally upright and intellectually capable. The findings suggest that this philosophy advocates for a harmonious blend of spiritual and material knowledge, contributing to holistic education. The study concludes that Islamic Philosophy's educational framework remains relevant, advocating for both spiritual and modern scientific education, fostering the overall development of individuals, which fully promote a "Holistic Approach of Education" that is mentioned in table number-1.

CONCLUSION

So, after detail study of the Islamic Philosophy it is clear that in Islamic Philosophy acquiring knowledge has been made necessary for all human being. Islamic Philosophy denotes education as a process of spiritual, physical, intellectual and scientific development. It gives special importance to the modern education system and simultaneously gives emphasis on spiritual as well as material education, and try to overall development of a person. Islamic Philosophy gives a detailed description of the whole education system, and it has been supporting to achieving holistic Education.

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Journal of Educare (JoE)
(A Peer-Reviewed Biannual Journal)

ISSN: 3048-9652 (Online)

www.educare.aliah.ac.in

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HIGHER LEARNING, HIGHER PARTICIPATION: THE LINK BETWEEN LEVELS OF EDUCATION AND POLITICAL PARTICIPATION PROCESS

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ABSTRACT

In politics, an important area of discussion is political participation concerning Levels of Education and Gender. The term political participation does not only mean giving the right to vote but also giving one's own opinions, and participating in decision-making and policy-making at all levels of governance of the State. To study these two factors (Levels of Education and Gender) investigators collected different primary sources (published govt data) and secondary sources (articles, journals). To investigate these two factors the investigators critically analyzed different sources. The findings of this investigation are levels of education are closely associated with political participation. A higher level of education greatly affects individuals' political participation. Gender is important in political participation. It is clear from this study that adult women trail behind men in terms of engagement in political activities. To mobilize the political participation, process the investigators recommended some suggestions.

Keywords: Politics, Levels of Education, Political Participation, Gender

1. INTRODUCTION

From the dawn of civilization to the present day, education and politics have greatly influenced every aspect of society. Education is the backbone of any country as well as a society. It influences the overall development of any country, such as politics, economy, technological advancement, understanding, etc. On the other hand, politics is necessary for the relevant social reformation of society through good quality education. It significantly affects various elements of politics, like- decision-making, policy formulation, conflict resolution, etc. The term political involvement does not only mean giving the right to vote but also giving one's own opinions, and participating in decision-making and policy-making at all levels of governance of the State (Singh, 2000).

Twenty centuries one of the most discussed and interesting themes in politics and education was the role of education in people's engagement in the field of politics and political participation. Political engagement is the keystone of the democratic process and it influences individuals' choices (Mayer, 2011) and also healthy democracy needs educated and politically participated manpower. Educational attainment motivates the participation process (Willeck & Mendelberg, 2022). Berisnkey & Lenz (2011) mentioned in their study that is, educational attainment and political participation are closely related to each other. Voting is an instrument of democracy. Mainly political participation is measured by voters' turnout in the election process (Berisnkey & Lenz, 2011). Education constructs a healthy and conscious society and makes a man perfect. Various evidence shows that education and political participation are closely related to each other. Ars & Christensen (2018), Berisnkey & Lenz (2011) and Persson (2013) conclude in their studies that, levels of education, individual education, and educational attainment are all these factors directly related to individual political participation. Also, formal education is greatly associated with political engagement for men and women (Goetz, 2003). Berisnkey & Lenz (2011) mentioned that the reason behind the interrelation between education and political involvement is education gives peoples the skills and resources have needed to participate in politics. Education prepares a man skilled, conscious, politically aware, and active. Many studies point out that, an individual with high levels of education is more active than individuals with low education (Berisnkey & Lenz, 2011; & Persson, 2013). Verba et al., (1995) explain that: 'Education enhances participation more or less directly by developing skills that are relevant to politics the ability



to speak and write, the knowledge of how to cope in an organizational setting'. Formal education is the main mechanism for the preparation of a good citizen of a democratic country. Also, formal education is a fundamental factor that influences political participation (Willeck&Mendelberg, 2021).Caprini & Keeter (1996) cited in their work, that education also makes better individuals' ability to converge and process politically fitting information. Van De Werfhorst (2014) states that a noteworthy responsibility of education is to enable individuals to participate in political activity. To investigate levels of participation and their relation to political participation, the investigators are interested in studying the following questions-

Is the level of education the main indicator of a political participation process?

Are there any disparities between male and female citizens in political participation?

2. METHODOLOGY

To answer the above-mentioned two research questions, the investigator mainly used different secondary sources, such as national and international research articles, periodicals, book chapters, and some primary sources, such as government data.

3. REVIEW OF THE RELATED LITERATURE:

To study the above-mentioned research questions, the investigator critically analyzes different national and international pieces of literature. For a clear understanding of the various literature, the investigator identified some important dimensions, like- Levels of education, and Gender.

3.1. Levels of Education and Political Participation

Ars & Christensen (2018) conducted a survey in Norway on "Education and political participation: the impact of educational environments" and they collected 11000 above data from participants. The primary goal of this work is, that the level of education is the indicator of the political participation process in municipality areas. The outcome of this study is education is a noteworthy predictor of political engagement. They also said that more education doesn't confirm the high level of participation, but it is a significant predictor. Larreguy and Marshall (2017) cited that basic education plays one of a crucial role in moulding basic forms of civic and political involvement. They also said that education itself voters' political preferences. Persson (2013) started his work based on one question, which is What affects who participates in politics? After reviewing many articles, the investigator found an eye-catching result, that is education is one of the main factors for political participation, and also found that more educated people participate more in political activities and less educated people participate less. He also said that the cause behind political participation is education to improve civic skills and a great level of political knowledge. Acharya et al., (2010) initiated a survey in Maharashtra, India, and established their results that levels of education and participation in the voting system are positively correlated with each other. Hillygus (2005) explored a strong and positive association between education and political involvement in his longitudinal study in America. However, he is unable to explain why education is so crucial for the political participation process. He mentioned, "Education has consistently been found to increase political participation, electoral turnout, civic engagement, political knowledge, and democratic attitudes and opinions". He also said that the prescribed curriculum of higher education notably influenced political engagement in the future. Academic disciplines like- social science highly influenced students' future of political engagement.

3.2. Gender and Political Participation

Shairgojri& Bhat (2023) analyzed various Indian government data and different secondary sources like national and international articles, and journals and they concluded that the total percentage of male and female voters is nearly equal. However, all the available data and testimonials clearly showed the difference between male and female participation. Males are far ahead of females in political participation. Acharya et al., (2010) carried out a whole state-based survey in Maharashtra,



India and they collected total data from 23077 participants and investigators successfully interviewed 7750 adult men and women. After analyzing the data, they established a conclusion that adult men and women are the main participants in the voting system. They found a difference between adult men and women in political involvement. Their findings show that adult people's participation in the voting system is a universal process. In Maharashtra, 68 percent of adult men and 57 percent of adult women aged 20 and above voted in the recently concluded voting process. Here the difference between men and women in political participation is clearly shown. **Ministry of Parliamentary Affairs of India's (2023)** data shows the real situation of parliamentary seat sharing between male and female candidates in India. Out of 542 Lok Sabha seats, only 78 women represent their constituency and out of 224 Rajya Sabha seats women represented only 24 seats. **Goetz (2003-04)** mentioned a few important points in her study regarding political participation and gender differences. The USA is world one of the most developed and educated countries, but there is a wide range of variation between women's levels of education and their formal participation in politics and political activity.

4. DISCUSSION

This study is mainly based on the two above-mentioned world-wide discussed relevant questions. To find out the answers to two questions, we analyzed different primary and secondary sources and found few significant answers. There is no question about the relationship between education and politics. It has already been proved by many scholars in their investigation such as **Alimba; 2020; Ijadoula, Odunaike & Ajayi 2012**. Recently worldwide one important question has been asked many times. That is, political participation is influenced by levels of education? The answer to this question is, yes. **Acharya et al., 2010; Ars & Christensen, 2018; Hillygus, 2005; Persson, 2013;** cited in their investigation that political engagement is greatly influenced by a higher level of education rather than a lower level of education except for **Ars & Christensen (2018)**. Education prepares a man to think critically, to work efficiently, to become a skilled person, and most importantly to be prepared as an individual for a democratic society. Formal education indeed has a consistent and overwhelming association with political participation. Many studies show that the curriculum of formal education directly or indirectly discusses different political ideologies. Mainly various subjects of social science like- political science, international relationship study, and history directly discussed politics-related issues. Another above-mentioned question is in political involvement any disparities between male and female individuals. The government of India's official data reflected disparities between male and female participation in parliamentary participation. The condition of women in parliamentary participation is very low and also participation in the voting process is low than men. In the voting system, women are influenced by their family members. This is not a good sign for a well-decorated democratic system. In a country like the USA, there is a difference between men's and women's political engagement. Women are far away from men in political engagement and political activities **Goetz (2003-04)**. All the above-mentioned studies clearly show the reality of gender-based political involvement. Women still lag far behind men in political participation in all other spheres of society.

5. SUGGESTIONS

After critically analyzing different studies, the investigators mention some further suggestions regarding political participation and women's roles in politics. the suggestions are as follows:

- (1) to ensure good quality higher education for all, because education promotes political consciousness to all,
- (2) to prepare curriculum and pedagogy for creating consciousness in individuals regarding various political activities,
- (3) for the preparation of policy only experienced and expert individuals are recommended,
- (4) to ensure women's involvement in formulating policy and decision-making,
- (5) to ensure equality in political involvement between adult men and women,
- (6) to elevate women's engagement in the parliamentary body.



6. CONCLUSIONS

The inquiry between education and political involvement is an area of research in different disciplines. This paper shows the role of education in political involvement and gender discrimination in political participation, policy-making, parliamentary bodies, etc. This study proved the association between a higher level of education and greater participation in politics, and a lower level of education is an indicator of less involvement in political activity. Formal education and its curriculum and pedagogy positively influenced individuals voting responsibility and created a sense of critical appraisal. In India and different first-world countries like the USA, there is a notable inconsistency between men's and women's participation in politics. If we can't eliminate this disparity then it will not be possible for any country to develop rapidly.

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Journal of Educare (JoE)
(A Peer-Reviewed Biannual Journal)

ISSN: 3048-9652 (Online)

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INTEGRATING VALUE EDUCATION AND PEACE EDUCATION INTO SCHOOL CURRICULUM: A PEDAGOGICAL FRAMEWORK

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ABSTRACT

In today's world, where conflict, inequality, and environmental degradation are increasingly prevalent, the need for peace and value education has become more pressing than ever. Education has the power to shape individuals and societies, and by integrating peace and value education into school curricula, we can foster a culture of empathy, tolerance, and cooperation. This study aims to explore implementable strategies for effective integration of value education and peace education into school curricula, examining various aspects such as pedagogical frameworks, curriculum planning, classroom environment, lesson planning, teaching, and evaluation systems. By investigating these key areas, this research seeks to provide a comprehensive framework for educators and policymakers to promote peace and value education, ultimately contributing to a more harmonious and sustainable world.

Keywords: Peace Education, Value Education, Curriculum Integration, Pedagogical Frameworks, Educational Strategies.

INTRODUCTION

The need for peace and values education was felt long ago. If we look at the development of peace education, we can see that in the past, peace education was emphasized in the education system and culture of almost all countries. Later, in the 20th century, Western secularism began to influence education and attempts were made to make education science-based, as a result of which human values, including morals and peace, became less important in the curriculum. Despite this, some of the famous humanists of the time. E.g., Rousseau, Henry Thoreau, Tolstoy and especially Maria Montessori made education meaningful and active. Many sages in the Indian perspective have emphasized on peace & value education. Gautam Buddha, Mahatma Gandhi, Swami Vivekananda and APJ Abdul Kalam are particularly notable among them. In fact, among the four pillars of education that the International Delors Commission has mentioned, two pillars are 'Learning to Live Together' and 'Learning to Be', which are related to peaceful living. Therefore, peaceful attitudes, values and skills should be integrated in the teaching-learning process of schools and should be a part of the entire curriculum. Value education focuses on developing moral values, while peace education emphasizes conflict resolution, human rights, and sustainable development (UNESCO, 2014). Integrating these concepts into school curriculum can cultivate compassionate and responsible individuals.

OBJECTIVE OF THE STUDY

Exploring implementable strategies for effective integration of value education and peace education into school curriculum.

METHODOLOGY OF THE STUDY

This study employs a qualitative review based approach to explore the integration of peace and value education into school curricula.



Various Aspects for including Value and Peace Education in School Curriculum:

1. Pedagogical Framework:

Peace education involves a comprehensive set of activities aimed at developing the understanding, capacities, and values necessary to examine the nature of peace, uncover barriers to peace at individual and societal levels, craft just and peaceful solutions to conflicts, and investigate pathways to creating a more just and sustainable world. It addresses the topics of participation, economic and social justice, nonviolence, principles underpinning peace, violence and war, and environmental preservation (Hicks, 1985). Using instructional ideas and methods that prioritize peace is necessary to mainstream peace education throughout the curriculum. Instructional methods that facilitate engaging and interactive learning experiences encompass a range of techniques, including:

- Collaborative group work and teamwork
- Peer-led instruction and feedback
- Problem-solving and critical thinking exercises
- Facilitated discussions and debates
- Role-playing and scenario-based learning
- Mediation and conflict resolution
- Consensus-building and decision-making activities
- Negotiation and diplomacy exercises
- Simulation-based learning and real-world applications

These learner-centered approaches prioritize active participation, social interaction, and student autonomy, fostering a dynamic and immersive learning environment. Each of these educational tactics is based on experience, in addition to encouraging learners' participation, cooperation, and problem-solving skills. These interactive teaching techniques are applied to subjects whose learning objectives are connected to the understanding, perspective, and abilities of peace education. Students who engage in these kinds of learning techniques also listen to one another, which helps them to respect differences. When it comes to teaching resources, great effort is taken to make sure that the materials learners are given are of a kind and quality that can encourage active learning. It is crucial to ensure that all instructional materials used in peace education curricula are devoid of any biased or potentially offensive content, so as to create an inclusive and respectful learning environment for all individuals and groups, as emphasized by Akudolu (2012).

- Curriculum Planning:- Incorporate value education and peace education themes into subject-specific curricula (e.g., environmental sustainability in science, social justice in history).- Ensure interdisciplinary connections to promote holistic understanding.
- Classroom Environment:- As all children have the right to education irrespective of creed and caste. Therefore, students from all walks of life and abilities must be treated equally. - A peaceful environment in the school promotes peace and value. To inculcate peace and value we need to maintain a suitable learning environment.
- Lesson Planning:- Design lessons that integrate value education and peace education with subject-specific content. - Use inquiry-based learning, discussions, and reflective activities to foster critical thinking and empathy. content.- Use inquiry-based learning, discussions, and reflective activities to foster critical thinking and empathy.
- Teaching:- Employ pedagogies like cooperative learning, problem-based learning, group-discussion and service-learning to promote collaboration and social responsibility. - Encourage student-centered approaches, acknowledging diverse perspectives and experiences.



- Evaluation Systems: - Assess student understanding through project-based evaluations, presentations, and reflective journals.- Incorporate self-assessment and peer-assessment to promote metacognition and empathy.

2. Subject-Specific Integration:

According to Sani (2013), a curriculum is a set of educational experiences created specifically for a certain group of students within a given time frame to achieve predetermined goals. To accomplish its educational objectives, schools organise, administer, and oversee planned learning activities for pupils, which is another definition of curriculum. The curriculum is essential to education. It functions as a tool for directed learning. Curriculum comprises planned and structured interactions between teachers, students, and educational materials in a classroom or other suitable learning environment. The curriculum is a way for academic institutions to translate societal values into observable and remembered attestation. The curriculum teaches and portrays to the students the values and ideals of society. With a focus on promoting knowledge of peace and peace-building, Cremin (1993) defined peace education as a broad term that encompasses all educational endeavors and activities that foster in learners attitudes of empathy and tolerance as well as skills in cooperation, conflict avoidance, and conflict resolution. This way, learners will be better equipped and motivated to live in peace with others individually and collectively throughout the help of various school subjects.

- Language Arts:- Analyze literary texts exploring social justice, empathy, and conflict resolution.- Encourage creative writing and storytelling promoting peace and understanding.
- Mathematics:- Explore real-world applications of math in sustainable development and social impact.- Use problem-solving activities addressing global issues.
- Science:- Investigate environmental sustainability, climate change, and eco-friendly practices. - Conduct experiments and projects promoting scientific literacy and critical thinking.
- Social Studies: - Examine historical and contemporary conflicts, human rights, and social movements.- Engage in debates, role-plays, and simulations fostering empathy and conflict resolution.

3. Democratic School Management System:

To promote a culture of peace and environmental sustainability, UNICEF (1999) classified and summarized peace education aims at the basic school level into three categories: knowledge, skills, and attitudinal objectives. A child or youth's development of their needs and self-worth, an understanding of the nature of conflict and peace, the ability to recognize conflict triggers and peaceful methods of conflict resolution, conflict analysis, an increase in awareness of social mechanisms that cultivate peace and deal with conflict, the mediation process, an understanding of their rights and responsibilities, and a recognition of people's and society's mutual dependence. The National Council of Educational Research and Training (2006) lists several more potential outcomes: developing personalities (self-reflection and determination), acquiring peace values and national unity, democracy and genuine being citizens, eradicating gender and prejudice disparities, national integration, responsible citizenship, dealing with conflicts through understanding negotiation, and acquiring basic peace skills.

- Inculcate positive self-confidence in learners by following a child-centered policy and approach.
- Abolition of corporal punishment altogether in all types of schools.



- Create such an atmosphere in the school in which mutual tolerance, awareness and cooperation are developed through interaction within all the stakeholders.

ANALYSIS AND DISCUSSION OF THE STUDY

The analysis and interpretation of this study is focus on how effectively the various strategies for integrating peace and value education into the school curriculum contribute to fostering empathy, tolerance, and cooperation among students. Below is a breakdown of the analysis and interpretation for each key section in the study:

✓ This study emphasizes the importance of learner-centered, interactive pedagogical methods for promoting peace and value education. These methods, such as collaborative group work, peer-led instruction, problem-solving exercises, and role-playing, are designed to engage students actively in the learning process. By prioritizing social interaction and student autonomy, these strategies aim to create a participatory and immersive learning environment. The analysis will assess the effectiveness of these teaching methods in fostering a deeper understanding of peace and values, as well as their ability to develop critical life skills like conflict resolution, negotiation, and empathy.

✓ The use of experiential learning strategies aligns well with the objectives of peace and value education, as it not only encourages cognitive understanding but also promotes emotional and social growth. These methods help students internalize peace-building skills by providing opportunities for direct interaction and problem-solving, which are crucial for developing peaceful attitudes. Furthermore, the importance of using unbiased, inclusive instructional materials suggests that a respectful, inclusive environment is necessary for students to truly engage with the principles of peace and values.

✓ This study suggests that integrating peace and value education across subject-specific curricula, such as science, history, and language arts, helps create a holistic understanding of these concepts. This interdisciplinary approach ensures that peace and values are not taught in isolation but are embedded within the broader educational context, reinforcing the relevance of these ideas in multiple aspects of students' lives.

✓ The Subject-Specific Integration approach is significant because it highlights the interconnectedness of knowledge and values. For example, teaching environmental sustainability in science or social justice in history directly links academic learning to real-world issues, making peace education more practical and meaningful. By connecting peace education with subjects students already study, the curriculum becomes more integrated and applicable, leading to better retention and application of the concepts of peace and value education.

✓ The creation of a peaceful classroom environment is crucial for fostering values such as equality, empathy, and respect. By ensuring that students from all backgrounds are treated equally and inclusively, schools provide a setting where peaceful attitudes can flourish. The study highlights that a peaceful school environment is not just about physical space but also about cultivating an atmosphere of mutual respect and support.

✓ The emphasis on equality and inclusion in the classroom directly supports the objectives of peace education. By creating a safe, non-discriminatory environment,



students are more likely to engage with peace-building activities, recognizing the importance of respect and empathy toward all individuals. This environment also sets the foundation for conflict-free interactions among students, helping to promote peace both within the classroom and the broader school community.

✓ The integration of peace and value education into lessons is achieved through specific teaching strategies, such as inquiry-based learning, discussions, and service-learning. These strategies are designed to encourage critical thinking, reflection, and empathy among students. The use of cooperative learning and problem-based learning fosters collaboration and social responsibility, key aspects of peace education.

✓ Pedagogical techniques enable students to reflect on their own values and perspectives, promoting a deeper understanding of peace. Service-learning, in particular, offers a practical avenue for students to apply the principles of peace and values in real-life situations. As students work together to solve problems and reflect on their learning, they not only build academic skills but also social and emotional competencies that contribute to peaceful living.

✓ This study recommends evaluating students through project-based assessments, presentations, reflective journals, and peer assessments. These evaluation methods go beyond traditional testing to assess students' understanding of peace and value education in a more comprehensive manner. They focus on student engagement, self-reflection, and collaboration, which are central to the learning process in peace education.

✓ The use of alternative assessment methods, such as self-assessment and peer assessment, aligns with the goals of peace education by fostering metacognition, empathy, and self-awareness. These methods encourage students to evaluate not only their academic knowledge but also their personal growth in relation to peace and values. By incorporating project-based learning, students are encouraged to apply their knowledge in practical contexts, helping them develop skills they can use to foster peace in their communities.

✓ This study highlights how different subjects can contribute to peace and value education. For example, language arts can be used to explore empathy and conflict resolution through literary texts, while social studies can address human rights and historical conflicts. The integration of peace education into these subjects helps contextualize the principles of peace within students' academic learning and personal experiences.

✓ The interdisciplinary approach to integrating peace and value education ensures that students develop a well-rounded understanding of peace that transcends the boundaries of a single subject. By examining global issues like social justice, climate change, and human rights through the lens of peace education, students are better equipped to think critically and responsibly about the world around them, preparing them to be active, compassionate citizens.

✓ This study emphasizes the role of school management in fostering a culture of peace through democratic practices, such as student-centered policies and the abolition of corporal punishment. It also calls for the creation of an atmosphere that promotes mutual respect, awareness, and cooperation among all stakeholders in the school community.



- ✓ The integration of peace and value education into school curricula requires a multi-faceted approach involving pedagogical strategies, curriculum planning, classroom management, subject-specific content, and democratic school practices. The analysis of the strategies presented in the study suggests that peace education can effectively contribute to the development of responsible, empathetic, and socially-conscious individuals. The comprehensive approach outlined in this research demonstrates that peace and value education, when embedded in various aspects of the school experience, can have a profound impact on students' attitudes and behaviors, ultimately contributing to a more peaceful and harmonious society.
- ✓ By providing a comprehensive framework for educators and policymakers, this study offers a roadmap for the implementation of peace and value education in schools, ensuring that these vital concepts are taught not only as isolated topics but as integral components of a holistic education.

RECOMMENDATIONS

To establish and preserve value and peace education into school curricula we have to maintain and examine some principles, strategies and practices in various ways:

- Interviews: Semi-structured interviews with educator, policy makers, and experts in the field of peace education and value-based teaching.
- Observation: Classroom observations to assess how teachers incorporate peace and value education in daily interactions, student engagement, and the management of conflict.
- Case Studies: Detailed analysis of schools that have successfully integrated peace and value education into their curricula, examining the strategies, challenges, and outcomes.
- Document Analysis: Review of national and local curriculum guidelines, textbooks, and lesson plans to evaluate the presence and scope of peace and value education.
- Workshop/ Training: Conduct workshops for teachers to introduce them to peace and value education strategies, using participatory methods such as role-playing, group discussions, and collaborative learning.
- Student Self- Assessment: Ask students to self-assess their growth in areas such empathy, conflict resolution skills, and ethical behavior.
- Teacher and Parent Feedback: Collect feedback from teachers and parents regarding observed changes in students' behavior and attitudes.

CONCLUSION

Among the values enshrined in the Indian Constitution are equal status and opportunity for all, justice, freedom of thought and action, promote fraternity, secularism and the quality dimension. Therefore, it is very important that peace and values education be effective in our curriculum to practice them. Peace is an acquired value. This can be achieved through the interaction of the child's intellectual and social & emotional development. The universal human value of non-violence should be developed not only at the individual level but also at the social, national and international level to avoid personal, social, national and international conflicts as proposed by Gandhi. Swami Vivekananda believed that the supreme objective of education is to reinforce the spiritual basis of societies, leading to the attainment of inner serenity and national security. Peace is a process that develops right attitudes and ideals among people. By integrating value education and peace education into school curriculum, we can cultivate empathetic, responsible, and globally conscious citizens. This pedagogical framework offers a comprehensive approach to merging these essential components with subject-specific pedagogy, ensuring a holistic learning experience.



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TEACHING VALUE EDUCATION TO SECONDARY STUDENTS THROUGH ENGLISH LANGUAGE AND LITERATURE

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ABSTRACT

Value education is internationally known by various names such as moral education, ethics education, and character education. Values play a crucial role in human life as they regulate and guide behaviour and actions in day-to-day affairs. While the family is considered the prime agency for inculcating values, schools bear a greater responsibility to provide value education, as they play a significant role in delivering quality education to learners (Lickona, 1992). The early childhood and primary stages of education are ideal for laying the foundation of a child's personality. The secondary stage is also crucial as students develop their attitudes towards moral and ethical issues. At the secondary stage, there is no separate curriculum for value education; instead, values are integrated into the curricula of different subjects. Consequently, the curriculum serves as an important source of value education (Kohlberg, 1981). Languages and literature are effective means of communication and provide a powerful way to impart value education at the secondary level. Therefore, this paper aims to highlight, through the Qualitative Content Analysis (QCA) approach, the types of values conveyed by the prose and poetry included in the English textbooks for secondary students in schools affiliated with the West Bengal Board of Secondary Education.

Keywords: Value Education, Secondary Students, English Textbooks

1. INTRODUCTION

Value education is internationally known by various names such as moral education, ethics education, and character education. It has been rightly said that “values are developed not by forcing people to memorize words but by letting them talk, ventilate the issues, and search for their own values” (NCERT, 2012). Values are of great importance in human life as they regulate and guide behaviour and actions in day-to-day affairs. The significance of value education is emphasized by the eminent educationist Dr D.S. Kothari (1990), who stated: “If social and moral values are not respected, cultivated, and enriched in educational institutions, where else can there be a place for them?” Values are formed based on interests, choices, needs, desires, and preferences. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8301052/>)

While the family is considered the primary agency for inculcating values, schools bear a greater responsibility to provide value education as they play a crucial role in delivering quality education to learners. Schools can offer extensive value education because children spend a significant amount of time there. It is also the place where children and youth develop holistically through various scholastic and co-scholastic activities. During this process of holistic development, they also cultivate many values and qualities.

The early childhood and primary stages of education are ideal for laying the foundation of a child's personality. The secondary stage is also crucial as it helps students develop their understanding and thinking capabilities. This stage is particularly important as students engage in abstract thinking and form their ideas based on their understanding. It is also the time when they develop attitudes toward moral and ethical issues.

At the secondary stage, there is no separate curriculum for value education; rather, values are integrated into the curricula of different subjects (CBSE, 2003).



Therefore, the curriculum serves as an important source of value education. Through the curriculum, values are transmitted through various subjects. Every subject, whether social science, language, or science, serves as a repository of values (NCERT, 2012). Not only do these subjects convey knowledge, but they also provide numerous opportunities for learners to acquire values.

Languages and literature are powerful means of communication and are particularly effective for imparting value education at the secondary level. Therefore, this research aims to evaluate how value education can be taught to secondary students through English textbooks. Many languages include poetry that promotes noble characters and imparts a sense of aesthetic beauty to learners. Through delightful, entertaining, and purposeful stories, significant moral values can also be inculcated in young minds. Values can even be taught through grammar, figures, questions and answers, and comprehension. This paper, therefore, seeks to highlight, through content analysis, the types of values conveyed by the prose and poetry included in the English textbooks for secondary students in schools affiliated with the West Bengal Board of Secondary Education.

2. DEFINITION OF VALUE

According to Kluckhohn (1951), “A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable, which influences the selection from available modes, means, and ends of action.” Carl Rogers (1969) defines value as “Valuing is the tendency of a person to show preferences.” Inlow (1972) provides a comprehensive definition of values, stating, “Values, simply stated, are the determiners in man that influence his choices in life and decide his behaviour.”

The International Encyclopaedia of the Social Sciences (1968) defines value as a “set of principles whereby conduct is directed and regulated as a guide for individuals and a social group.” (<https://www.slideshare.net/slideshow/concept-of-human-valuespdf/261465582>).

Michael Haralambos explains the term by saying “A value is a belief that something is good and worthwhile. It defines what is worth having and worth striving for.” (<https://www.coursehero.com/file/88720607/UTSdocx/>, Retrieved August 8, 2024). Brightman (1978) states, “In the most elementary sense, value means whatever is actually liked, prized, esteemed, desired, approved, or enjoyed by anyone at a time” (<https://itcollege.ac.in/itdc/wp-content/uploads/2020/10/Dr-Archana-Kapoor-2.pdf>, Retrieved August 8, 2024).

3. The Role of Education in Fostering Core Values

Values are fundamental to fostering positive human behaviour, and education has long been a key avenue for instilling these essential principles. Throughout history, the core goals and objectives of education have centred around the nurturing of values. Various educational policies have consistently emphasized the importance of integrating values into the learning process. The Education Commission of 1966 recommended the inclusion of social, moral, and spiritual values within school curricula. Similarly, the National Policy on Education of 1986 underscored the critical role of value-based education in combating intolerance, violence, and superstition while promoting social, cultural, and scientific principles. This was seen as crucial for shaping India into a secular, democratic, and progressive nation that takes pride in its cultural heritage.

The National Curriculum Framework for School Education (2000) highlighted the growing concern over the erosion of ethical, social, and spiritual values, advocating for their integration into the curriculum. Building on this, the National Curriculum Framework (NCF) of 2005 placed strong emphasis on values such as cooperation, respect for human rights, tolerance, justice, responsible citizenship, appreciation of diversity, and reverence for democracy. It also underscored the significance of education for peace, recognizing it as a vital national and global concern. The Position Paper on Education for Peace further elaborates on the need to equip students with the values, attitudes, and skills necessary for living harmoniously as responsible citizens.



Education for values aims to empower students to make informed decisions based on principles of equality, integrity, democracy, freedom, and human rights. Given that education is inherently value-oriented, it is imperative that it cultivates caring, cooperation, and respect for others. Alongside equipping students with essential life skills and attitudes, education must also prepare them to lead fulfilling and purposeful lives.

4. Importance of Value Education for Secondary Students

Dr. D. S. Kothari (1990) aptly noted, “If social and moral values are not respected, cultivated, and enriched in educational institutions, where else can there be a place for them?” Schools play a significant role in providing value education, as children spend a substantial amount of time there. Schools are environments where children and youth develop holistically through a variety of scholastic and co-scholastic activities. During this process of holistic development, they also cultivate numerous values and qualities. The early childhood and primary stages of education are ideal for laying the foundation of a child's personality. The secondary stage is equally crucial as it helps students enhance their understanding and thinking capabilities. At this stage, students are expected to engage in abstract thinking and develop their ideas based on their understanding. It is also when they begin to form attitudes toward moral and ethical issues.

Although there is no specific curriculum for value education at the secondary level, most values are integrated into the curriculum of various subjects. Thus, the curriculum itself serves as a significant source of value education, transmitting values through different subjects.

5. Role of Literature in Teaching Value Education

Among all academic subjects, languages stand out as the most potent means of communication. They offer a natural avenue for students to grasp complex concepts while enabling teachers to integrate human values into the curriculum effectively. Language preserves our values and heritage, and when used thoughtfully, it becomes a vehicle for the transmission of ethical principles. At the secondary stage, textbooks prescribed by educational boards can play a crucial role in this regard. Language teachers, with their unique capacity to weave values into lessons, can transform students into sensitive human beings and conscientious citizens. Therefore, language education, with its infinite capacity for value assimilation, should be leveraged to ensure that stories and poems convey universal values.

6. METHODOLOGY OF THE STUDY

The study was conducted using the qualitative content analysis (QCA) approach. Krippendorff (2019) states that “content analysis is a research technique for making replicable and valid inferences from text (or other meaningful matter) to the contexts of their use” (p. 24). Moreover, Berg and Lune (2017) have defined content analysis as “a careful, detailed, systematic examination and interpretation of a particular body of material in an effort to identify patterns, themes, biases, and meanings” (p. 182).

The following process is usually followed in such studies to analyse qualitative data.

6.1 Unit of analysis: For the QCA method, the qualitative data to be analysed is divided into Units. Here, in this study, the English textbooks, BLISS for Class IX & X have been taken as the unit for the analysis.

6.2 Sample for analysis: All the pieces of Prose and poetry from the English textbooks, BLISS for Class IX & X have been incorporated as Sample for content analysis.

6.3 Coding of themes: Since the purpose of the study is to find out the values inherited in the lessons of the textbook, none of the two standard methods of coding, e.i. 'In Vivo' and 'Line Coding' have been used. Rather the samples have been reviewed exclusively to grasp the codes. The codes thus obtained were carefully grouped into different categories that emerged iteratively during the process of analysis.



6.5 Narrating Conclusion: The final stage of this study (QCA) is to obtain valid results through a rigid process of analysis of data. These results lead to the drawing of the conclusion of the study.

6.6 Research Question: The study seeks to answer the following research questions:

1. What are the values incorporated in the English Textbooks taught at the secondary level?
2. How can these values be taught to secondary school learners through English textbooks?

6.7 RESEARCH OBJECTIVES: The study sets the following objectives in sight to be attained:

1. To find out the values incorporated in English Language Textbooks taught at the secondary level in govt schools.
2. To explore the effective pedagogical strategies for imparting values among secondary students.

6.8 SAMPLING METHOD: Purposive sampling is employed in the study. Since the study seeks to explore the values inherited in English literature and language textbooks taught at the secondary level in govt schools, BLISS for Class IX & X have been purposively selected as the sample for the study.

6.9 Reliability and Validity: Maintaining a high standard of reliability and validity is one of the prerequisites of QCA. In this study, direct quotations from the sample of the study have been used to establish the validity and reliability of the qualitative data analysed. To check the reliability and validity more stringently expert reviews have been sought and re-examination of the analysis has been conducted multiple times.

7. Value Education in English Syllabus Textbooks

All government, government-aided, and government-sponsored schools in West Bengal are affiliated with the West Bengal Board of Secondary Education and adhere to the same curriculum for teaching various subjects, including English. In these schools, English is taught as a Second Language, except in English medium schools, where it is taught as a First Language. The Government of West Bengal provides free English textbooks to all secondary students in classes IX and X. These students use the textbooks titled “BLISS - Textbook for English - Class IX” and “BLISS - English - Class X.”

Given that a vast majority of secondary students in the state are enrolled in government schools, it is pertinent to analyse how effectively value education is conveyed through the English language textbooks, BLISS-IX & X, used at the secondary level. A careful analysis of the content in the prose and poetry sections of the BLISS textbooks reveals that they contain substantial material for imparting value education to secondary students.

8. ANALYSIS AND DISCUSSION OF THE STUDY

The two English Textbooks named Bliss for classes IX and X have been analysed using the Qualitative Content Analysis Method. All the lessons of Prose and Poetry from the two textbooks have been taken as samples for the content analysis to bring out the values inherited in them. The analysis has been presented in two sections for clarity of the conclusions derived from the analysis of the sample text.

The following sections provide chapter-wise explanations of the values that can be inferred through QCA and taught using various literary techniques to young learners at the secondary level while dealing with various stories, essays and poems included in the BLISS textbooks.

8.1 Value Education from BLISS-Class -IX

Bliss for Class -IX has abundant prose and poetry sections to impart value education to young learners. It has eight (08) pieces of prose with a variety of genres ranging from short story (*Tales of Bhola Grandpa*), narrative (*All About a Dog*), sci-fi (*All Summer in a Day*) to abridged pieces of novels.



Journal of Educare (JoE)
(A Peer-Reviewed Biannual Journal)

ISSN: 3048-9652 (Online)

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(*Tom Loses a Tooth, A Shipwrecked Sailor*). It also contains four (04) verses mainly dealing with aesthetic beauty (*Autumn*), courage and determination (*The North Ship*) and co-existence (*Hunting Snake*).

“*Tales of Bhola Grandpa*”, written by Manoj Das, a critically acclaimed novelist, short story writer and poet, narrates the humorous incidents that encapsulate the life of a very simple and forgetful old man, named Bhola Grandpa. The story has nothing to offer as value or moral education except the fact that being simple and forgetful makes you less worrisome and provides you with an opportunity to lead a carefree, happy and peaceful life.

“*All About a Dog*”, an essay by the famous British journalist and author Alfred George Gardner, is a compassionate narrative of a bus journey on a chilly night. It highlights the stubborn and rigid attitude of the conductor of the bus who insisted on taking the dog that a lady passenger was carrying along with her out of the bus or to go on the open top of the bus with her dog. This narrative teaches the valuable moral of life that kindness and compassion are essential qualities that should be extended to all living creatures, humans and animals alike. Another moral that can be derived from the story is that rules, though important, are meant to provide ease and comfort in life and can be, sometimes, tempered with compassion to make them more humane. The essay also teaches us to always stand up for the right cause even in an adverse situation.

The poem, “*Autumn*”, composed by John Clare, noted for his representation of the English countryside, is a pen picture of the serene beauty of autumn in the countryside. The poet expresses his deep love and affection for the eternal beauty of nature that manifests itself in different forms and seasons. The poem, thus, conveys the value of praising aesthetic beauty, loving and caring for nature and preserving and protecting it from disturbance and destruction.

“*A Day in the Zoo*” is an extract from “*Menagerie Manor*” by Gerald Malcolm Durrell, an English naturalist and author. The extract is an insider view of a typical day at the zoo which is rather contrary to the view of a normal visitor of the zoo. It describes the unseen and unknown behaviour of the zoo animals and birds and the roles and responsibilities of the zoo workers in keeping the zoo and its inhabitants in good shape. The extract, though descriptive and informative, conveys the moral and ethical value of love and compassion for animals and treating them with kindness and care rather than hurting and humiliating the innocent animals for fun and frolic.

“*All Summer in a Day*” is an excerpt from a science fiction, written by Ray Douglas Bradbury, one of the most celebrated American Fiction writers. This sci-fi narrates the imaginary civilization set up by human beings on the planet Venus where the weather is intolerable as it rains heavily day in and day out. This genre of literature, sci-fi, can be employed to inculcate scientific temperament among young adolescent learners to make them mentally prepared for space exploration and to create awareness among them about climate change and its adverse impact on all forms of life on the planet Earth. The fiction also propounded the need to protect Mother Earth as life on other planets may not be as comfortable as we experience on this Earth.

The poem, “*Mild the Mist upon the Hill*”, composed by Emily Jane Bronte, an English poet and novelist, enthralls the readers with its captivating descriptions of mountains covered with soft mist; “*Mild the mist upon the hill*” and the subsequent nostalgic feelings of her childhood days; “*Oh, I've gone back to the days of youth, I am a child once more*”. Through this nature poem, learners can be taught to have an aesthetic sense of beauty and to admire nature and natural landscapes as nature provides everlasting joy, peace and harmony to human beings.

“*Tom Loses a Tooth*” is an extract from Mark Twain's popular novel, “*The Adventure of Tom Sawyer*”. Through the characters of young Tom Sawyer, his aunt Polly, His brother Sid, and his cousin Mary, the writer conveys some basic values of life. When Tom pretends to be sick, Sid and Mary try to soothe him by helping him tide over his groaning pain. This reflects the importance and value a family relationship has for an individual, especially for young children like Tom. That “*Honesty is the best policy and telling lies may invite adverse consequences in life*” is one of the most vital values of life the story teaches to the young learners.



“*His First Flight*” by Liam O’Flaherty, an Irish novelist and short story writer, is a thrilling story of a young seagull and his experience of learning how to fly. The story conveys the message of the importance of courage, brevity and self-determination to conquer the fear that comes in the way of achieving anything. The story illuminates the psychological aspect of fear that ‘*fear is all in mind*’ and once it is overcome, nothing is impossible. It suggests the moral value of conquering the fear of failure with courage and self-assurance to succeed and achieve the goal in sight.

“*The North Ship*”, written by Philip Arthur Larkin (1922-1985), a renowned English poet and novelist, narrates the journeys of three ships in three different directions; east, west and north. While the two ships, East and westbound, returned due to impediments at sea, the third ship, which headed to the North, continued its long perilous voyage to reach its destination. The poem hinges on the themes of uncertainty, unpredictability and complexity of the journey called life. It exposes the precious life lessons to young learners that success beckons those who face the challenges and hurdles of life with strong determination, courage and a never-say-die attitude.

“*The Price of Bananas*”, a short story by Mulk Raj Anand, narrates the unkind and unjust behaviour of an affluent businessman towards a poor fruit seller who out of compassion, helped the Sethji (Businessman) get his costly embroidered cap back from the unruly monkeys at the platform of Faizabad Railway station. Though the incidents have elements of humour, it has an underlying message of class division, exploitation and deprivation of the rights of the poor and working-class masses of India. The story, thus, conveys the values of having a mutual relationship based on understanding, sympathy, empathy and consideration for the cause of others irrespective of their class, caste, creed, colour or status. The concluding part of the story also teaches the young learners to be just in their actions and cautious in their approach to avoid embarrassment and insult.

“*A Shipwrecked Sailor*”, an adaptation of the famous adventure novel, “*Robinson Crusoe*” by Daniel Defoe, a noted English writer and journalist, is a breath-taking tale of the survival of Robinson Crusoe, a shipwrecked sailor, on an isolated island. The author tries to infuse new hope and optimism for the suffering humanity that adversity can be turned into prosperity if one has strong determination, willpower, resilience and the right strategy. With this adventurous story, young learners can be made to learn and realize the value of hard work, self-reflection, determination and resilience in coping with the adversaries of life.

The poem, “*Hunting Snake*”, composed by the Australian poet and environmentalist, Judith Arundell Wright, describes the personal experience of the poet of watching a black snake passing in a grassland. She and her companion are struck with awe and veneration seeing the magnificently glazing, black snake pass by them. The poem, though, essentially a nature poem that appreciates the brilliance and beauty of nature, explores the conflict between man and the wild. It ultimately teaches young learners the value of co-existence with nature and the need to appreciate nature and its beauty as it has immense power to impact the human psyche.

All the values derived from the lessons discussed above are summarized below in a nutshell. Table 1 points out the specific values that can be derived and imparted to learners with their frequency of occurrence throughout the whole book (**BLISS-Class -IX**)



Table 1: Values derived from Lessons of English Textbook- **BLISS-Class -IX**

Sl No	Values	Names of Lessons (Prose & Poetry)												Freq uency of values
		<i>Tale s of Bhol a Gra ndpa</i>	<i>All Abo ut a Dog</i>	<i>Aur um n</i>	<i>A Day in the Zoo</i>	<i>All Sum mer in a Day</i>	<i>Mild the Mist Upon the Hill</i>	<i>Tom Lose sa Toot h</i>	<i>His Firs t Flig ht</i>	<i>Th e No rth Sh ip</i>	<i>The Pric e of Ban anas</i>	<i>A Ship wrec ked Sail or</i>	<i>Hu ntin g Sna ke</i>	
1	Awareness					ü								01
2	Bravery								ü					01
3	Care			ü	ü									02
4	Carefree	ü												01
5	Co- existence												ü	01
6	Considerat ion										ü			01
7	Cordial/M utual Relationsh ip										ü			01
8	Courage								ü	ü		ü		03
9	Empathy							ü			ü			02
10	Fearlessne ss								ü	ü				02
11	Hard work											ü		01
12	Harmony						ü							01
13	Honesty							ü						01
14	Hope											ü		01
15	Inquisitive ness					ü								01
16	Joy						ü							01
17	Judiciousn										ü			01



Journal of Educare (JoE)
(A Peer-Reviewed Biannual Journal)

ISSN: 3048-9652 (Online)

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7	ess/ Prudence												
1 8	Kindness/ Compassio n	ū		ū									02
1 9	Love		ū	ū			ū						03
2 0	Obedience	ū											01
2 1	Optimism									ū			01
2 2	Peace					ū							01
2 3	Praising aesthetic beauty/ Nature		ū			ū						ū	03
2 4	Preservati on/ Protection of Environm ent			ū		ū						ū	03
2 5	Relationsh ip						ū						01
2 6	Resilience									ū			01
2 7	Righteous ness	ū											01
2 8	Scientific temperam ent				ū								01
2 9	Self- assurance							ū					01
3 0	Self- determinat ion							ū	ū		ū		03
3 1	Self- reflection										ū		01
3 2	Simplicity	ū											01
3 3	Sympathy									ū			01
3 4	Will power										ū		01

Source: *BLISS: English second language – Class IX*. West Bengal Board of Secondary Education.



Table 1 indicates that among the thirty-four (34) values that can be derived and taught to learners, Care (02), Courage (03), Compassion (02), Love (03), Empathy (02), Fearlessness (02), Praising aesthetic beauty/Nature (03), Protection of Environment (03) and Self-determination (03) are some of the most frequently inherited values inferred from the English Textbook *BLISS – Class IX*.

Table 2: Category-wise Values analysed from the English Textbook *BLISS – Class IX*

Sl No	Category	Values	No. of Values	Percentage of Values
1	Aesthetic Values	Praising aesthetic beauty/Nature	01	2.95
2	Emotional Intelligence	Empathy, Hope, Joy, Optimism, Sympathy, Love	06	17.6
3	Ethical Values	Care, Consideration, Kindness/Compassion, Harmony, Honesty, Peace, Preservation/Protection of Environment	07	20.6
4	Intellectual Values	Inquisitiveness, Scientific Temperament	02	5.9
5	Moral Values	Bravery, Courage, Fearlessness, Obedience, Righteousness	05	14.7
6	Personal Development	Awareness, Hard work, Resilience, Self-assurance, Self-determination, Self-reflection, Simplicity	07	20.6
7	Personal Traits	Carefree, Will Power	02	5.9
8	Social Values	Co-existence, Cordial/Mutual Relationship, Relationship	03	8.8
9	Virtue Values	Judiciousness (Prudence)	01	2.95
	Total No of values		34	100

Table 2 highlights the categorisation of core values inherited in the English textbooks-BLISS. It points out that Ethical values (20.6%) and values related to Personal Development (20.6%) are the most influential categories of values that can be derived and taught to secondary learners. Apart from them, values related to Emotional Intelligence (17.6%) and Moral Values (14.7%) are other categories of core values that make their presence felt by the learners.



8.2 Value Education from BLISS-Class -X

Bliss for Class - X has four (04) pieces of prose and four (04) verses in it. They are packed with numerous life lessons in the form of moral, personal, ethical and social values to be imparted to young learners of secondary school through thought-provoking stories and enchanting poetry.

The story, “*Father's Help*” is an edited excerpt from “*Malgudi Days*”, the collection of short stories by R. K. Narayan. It is a story about a young little boy named Swaminathan who prefers idleness and playing over attending school like most of the middle-class Indian children do. The story is full of value education as it touches upon the themes of conscience, violence at school, compassion, false pretences and exaggeration. The story brings to light the importance of introspection and the power of self-reflection in one's life and actions as it gets reflected by the change of Swami's view about his teacher, Samuel, whom he initially considers very rude, ruthless and strict, but later praised highly of him through self-reflection.

“*Fable*”, a short poem, composed by Ralph Waldo Emerson, has all the elements of children's literature that grasp the attention of young minds. Through the conversation, the poet wonderfully conveys the universal value of co-existence and the worthiness of every single creation of God, big or small, weak or strong on this planet. The young students can be taught important social and moral values of appreciating everyone irrespective of their strength, wealth, size or power. It also teaches them not to look down upon others or consider something unimportant, worthless or insignificant as every being, living or non-living, has their individual reason for existence.

“*The Passing Away of Bapu*”, an extract from “*Prison and the Chocolate Cake*”, a memoir of Nayantra Sehgal, recounts the incidents that occurred after the death of the father of the nation, Mahatma Gandhi. The narrative stimulates a sense of responsibility among the younger generation of India to continue the legacy and value 'the father of the nation' has left behind. It teaches the readers not to lose courage and hope at the demise of a great personality or someone they admire and revere but to preserve and carry forward the ideals and values preached and practised by them as a perfect tribute and honour to them.

The poem, “*My Own True Family*”, is composed by Ted Hughes, a noted English poet, translator & children's author. It deals with environmental degradation and raises concern for the safety and existence of all life forms on Mother Earth but also emphasizes the need to safeguard our natural environment for the sake of humanity. The line, “*Whenever you see an oak tree felled, swear now you will plant two*” is an eye-opener as it conveys our moral responsibility to plant more and more trees to compensate for the loss of trees or forests for our own benefit and survival. All in all, the poem advocates that humans and trees should co-exist together and live like a family.

“*Our Runaway Kite*” is a heart-touching short story written by Lucy Maud Montgomery, a Canadian author, famous for her numerous novels, poems and short stories. The narrator of the story, who lives with her brother and father on an isolated island, feels ecstatic when they are reunited with their long-lost family member. The story explores the themes of separation, identity and relationship. It propagates the social value of maintaining relationships and its importance for a happy social life. The story is rich in conveying the value of togetherness.

The poem, “*Sea Fever*”, which revolves around the themes of wanderlust, discovery, adventure and exploration is composed by one of the greatest English poets, Edward John Masefield. The poem passionately depicts the never-ending seascape which from time immemorial attracted human beings to explore its hidden beauty and mysterious wealth. The poem hints at the need to know the unknown, to explore the unexplored and to unshackle oneself from the bondage of fixed social life. It also educates us not to remain stagnant in a place but to keep moving to different destinations to be able to enhance one's experience, knowledge and wisdom.



Journal of Educare (JoE)
(A Peer-Reviewed Biannual Journal)

ISSN: 3048-9652 (Online)

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“*The Cat*” is a descriptive essay on the most commonly found pet all around the globe. Drafted by the famous Australian poet, journalist and author, Andrew Barton Paterson, the text describes, in minute and subtle details, the various activities of a cat. It removes the haze of misconception and the general notion of most people that “*the cat is an unintelligent animal, fond of ease and caring nothing but mice and milk*”. Though wanting of any moral or social value, the text is rich in humorous episodes and fresh information that compels the wonder of the young learners and instils in them the curiosity to have a deeper understanding of even common things around them.

“*The Snail*” composed by William Cowper, a notable English poet, is a nature poem which takes the reader to the private life of a snail. The snail prefers a lonely life and is contented with its own wealth and doesn't rely on others. To cope with the challenges and difficulties of its life, the snail depends only on its own strength and determination. The poem has deep moral lessons for young learners that we need to sort things out ourselves without depending too much on others, to be content with whatever condition we are in and to be self-sufficient, self-contained and independent to lead a peaceful and joyous life as the snail does.

All the values derived from the lessons discussed above are summarized below in a nutshell. Table 3 points out the specific values that can be derived and imparted to learners with their frequency of occurrence throughout the whole book (**BLISS-Class -X**)

Table 3: Values derived from Lessons of English Textbook- **BLISS-Class -X**

Sl No	Values	Names of Lessons (Prose & Poetry)							Frequency of Values
		Father's Help	Fable	The Passing Away of Bapu	My Own True Family	Our Runaway Kite	Sea fever	The Cat	The Snail
1	Adventure						ii		01
2	Appreciation		ii						01
3	Care					ii			01
4	Co-existence		ii		ii			ii	03
5	Conscience	ii							01
6	Courage		ii						01
7	Curiosity							ii	01
8	Discipline	ii							01
9	Environmental Concern				ii				01
10	Exploration						ii	ii	02
11	Hope		ii						01
12	Inquisitiveness						ii		01
13	Introspection	ii							01
14	Joy of loneliness								01
15	Kindness/Compassion					ii		ii	02
16	Love					ii			01
17	Patriotism		ii						01
18	Peace								01
19	Perseverance		ii						01
20	Praising aesthetic beauty/Nature						ii		01
21	Preservation/Protection of Nature				ii				01
22	Relationship					ii			01
23	Respecting all forms of life		ii		ii			ii	03
24	Self-dependent								01
25	Self-contained							ii	01



26	Self-content							ū	01
27	Self-reflection	ū							01
28	Self-sufficient							ū	01
29	Sense of Responsibility			ū					01
30	Togetherness					ū			01
31	Worthiness		ū						01

Source: *BLISS: English second language – Class X*. West Bengal Board of Secondary Education.

Table 3 mentions that among the 31 Values that can be derived and taught to learners, **Exploration (02)**, **Co-existence (03)**, **Compassion (02)** and **Respecting all forms of life(03)** are some of the most frequently inherited values inferred from the English Textbook *BLISS – Class X*.

Table 4: Category-wise Values analysed from the English Textbook *BLISS – Class X*

Sl No	Category	Values	No. of Values	Percentage of Values
1	Adventure Values	Adventure	01	3.2
2	Aesthetic Values	Praising aesthetic beauty/Nature	01	3.2
3	Curiosity and Exploration	Curiosity, Exploration, Inquisitiveness	03	9.7
4	Emotional Intelligence	Appreciation, Hope, Joy of Loneliness, Love, Peace	05	16.1
5	Ethical Values	Care, Kindness/Compassion, Environmental Concern, Preservation/Protection of Nature, Respecting All Forms of Life, Sense of Responsibility	06	19.4
6	Moral Values	Courage, Patriotism	02	6.5
7	Personal Development	Discipline, Perseverance, Self-dependent, Self-contained, Self-content, Self-reflection, Self-sufficient, Introspection	08	25.8
8	Social Values	Co-existence, Relationship, Togetherness	03	9.7
9	Value of Community	Worthiness	01	3.2
10	Virtue Values	Conscience	01	3.2
	Total No of Values		31	100



Table 4 points out that Personal Development (25.8%) and Ethical values (19.4%) are the most prominent categories of values that can be derived and taught to secondary learners. Apart from them, Emotional Intelligence (16.1%), Curiosity and Exploration (9.7%) and Social Values (9.7%) are other categories of core values that make their presence felt by the learners.

8.3 Literary techniques employed to teach Values

The values derived after careful content analysis of all the lessons from the English textbooks BLISS for classes IX & X can be conveyed to the young learners of secondary schools through different literary techniques. According to Sitio, Sinar and Rangkuti (2023), literary techniques such as characterization, plot development, imagery, and symbolism are essential for conveying core values in educational texts. Therefore, these literary techniques can be employed to teach core values to young learners of secondary schools.

Through the use of characterisation, the author showcases specific values with the help of the development of the characters and their decision, efforts, and flaws throughout the story. The character of *Robinson Crusoe* in the story “*A Shipwrecked Sailor*” (BLISS-IX) is a classical example of this technique.

Another effective technique is Plot development. Core values are highlighted through the course of the plot development that is marked with conflicting values or situations. The conclusion of the story with a resolution reinforces specific values in the minds of the young learners. The resolution that Swami arrives at at the end of the story in “*The Fathers' Help*” (BLISS-IX) is effectively put into the minds of young learners with an everlasting impression.

Imagery and symbolism are great means to encapsulate the themes of Love and care for aesthetic beauty like nature and natural elements. Vivid imagery and symbols are often employed to induce emotional responses related to core values of life. It helps in making abstract concepts more perceptible for young learners. Core values like love, care, Co-existence, harmony with nature etc are effectively presented and taught to young learners using brave imagery and symbolism in the verses *Autumn* and *Mild the Mist Upon the Hill*.

The above discussions in section 8 (Sections 8.1, 8.2 & 8.3) amply deal with the research questions and objectives of the study.

9. CONCLUSION

Literature, as a storehouse of knowledge, has the potential to instil a wide range of values social, moral, ethical, and personal in learners of all ages and stages. Childhood is a critical period for education, making it an ideal time to teach values to young learners. At the secondary stage, students are more aware of their surroundings and have frequent interactions with social, religious, and political spheres. They begin to form their own viewpoints on various aspects of life. Therefore, providing value education at this stage is even more crucial than at earlier stages of education.

What could be more effective than English language and literature in imparting value education to secondary students? In the absence of a separate curriculum dedicated to value education, English textbooks, alongside other subjects, play a significant role. The 20 lessons in the English textbook 'BLISS' for classes IX and X feature renowned stories, poems, and memoirs. These literary pieces impart valuable life lessons. For instance, poetry in the textbook emphasizes the appreciation of aesthetic beauty and the importance of protecting and preserving nature. Overall, most of the lessons offer personal, social, moral, or ethical values that students can learn and practice to become righteous individuals and responsible citizens.

In conclusion, the English language and literature serve as rich sources for teaching values to young learners. The 'BLISS' English textbooks provide ample literature to convey important life lessons, encompassing moral, personal, ethical, social, and religious values.



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THE POWER OF EDUCATION: WOMEN'S EMPOWERMENT AND SOCIAL CHANGE

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ABSTRACT

Education is a pivotal force for empowering women and driving social change. This paper explores the transformative impact of education on women's lives, highlighting how access to education fosters economic independence, enhances social status, and promotes gender equality. By examining various case studies and statistical data, the paper illustrates the correlation between educated women and improved health, economic growth, and community development. Additionally, it addresses the barriers to education that women face globally and the policies and initiatives aimed at overcoming these challenges. Ultimately, the paper argues that investing in women's education is essential for creating equitable and sustainable societies.

Keywords: *Women's education, Empowerment, Social change, Child Marriage, Self-Confidence*

INTRODUCTION

Education is a powerful catalyst for women's empowerment and societal transformation. When women are educated, it doesn't just uplift them individually but also influences broader social change, bringing benefits that ripple across communities and generations. Women's education is fundamental for promoting equality, advancing economic prosperity, and enhancing social well-being.

Education allows women to gain financial independence, bolstering family income and reducing poverty. It also increases awareness of health and nutrition, leading to healthier families and communities. Educated women are often more vocal about their rights and can advocate for equal opportunities, which challenges and reduces gender disparities. Additionally, they emphasize the importance of education for their own children, contributing to the well-being and potential of future generations.

An educated woman is empowered to lead, making her a strong contributor to social development. With increased confidence and self-reliance, she can participate more actively in economic, political, and personal spheres. This empowerment fuels social change, fostering a more inclusive, equitable, and progressive society.

In essence, education is a transformative tool for women, helping not only to elevate their status but also to create a ripple effect that benefits entire communities, promoting sustainable growth and social progress.

THE STUDY AIMS TO ACHIEVE THE FOLLOWING OBJECTIVES

- **Analyze the Economic Empowerment of Women through Education:** To investigate how education enables women to gain financial independence and contribute to economic growth at individual, family, and community levels.
- **Assess the Impact on Health and Community Well-being:** To understand how educated women can improve family health and contribute to public health awareness, leading to better overall health outcomes.



- **Examine the Role of Education in Enhancing Social Status and Reducing Gender Inequality** To analyze how education empowers women to claim their rights, advocate for gender equality, and break down societal barriers.
- **Explore Intergenerational Influence on Education:** To observe how educated women value and promote education for their children, influencing educational outcomes for future generations.
- **Investigate Women's Leadership and Social Contributions:** To examine how education equips women to assume leadership roles and contribute to social, political, and economic decision-making processes.
- **Identify and Address Barriers to Women's Education Globally:** To identify the social, economic, and cultural barriers that prevent women from accessing education and to review policies and initiatives aimed at addressing these obstacles.

Through these objectives, the study seeks to provide a comprehensive understanding of how women's education catalyzes empowerment and social transformation, offering insights into strategies for building more equitable and sustainable societies.

BACKGROUND

Women's education is crucial for empowerment and social change:

While discussing the importance of women's education, the background of empowerment and social change is crucial. Significant changes can be brought about in society through the education of women. Below are some points highlighted;

Economic Empowerment: Educated women can enter employment, which makes them economically independent and improves family income.

Health Awareness: Educated women are more health conscious and pay attention to health care and nutrition of family and children, which improves overall health standards.

Increased social status: Educated women can claim equal opportunities and rights in society, which helps reduce gender inequality.

Importance on children's education: Educated mothers generally give more importance to their children's education, which improves the quality of education of the next generation.

Leading role in society: Educated women are able to take leadership in various sectors of society, which are important for social development and change.

Confidence and self-reliance: Education helps women to become confident and self-reliant, which improves their personal and professional lives.

Empowerment and social change in all these aspects is possible through women's education, which helps in building a better and prosperous society.

Education is a powerful tool for women's empowerment and social change, leading to economic, political and personal growth.

METHODOLOGY OF THE STUDY

This study employs a mixed-methods approach, combining both qualitative and quantitative research techniques to comprehensively analyze the impact of education on women's empowerment and social change. The methodology consists of the following key components:

Literature Review: A thorough review of existing literature, including academic articles, policy reports, and case studies, is conducted to establish a theoretical foundation for the study. This includes examining global trends, policies, and research on women's education, empowerment, and social change.



Quantitative Analysis: Data Collection: Statistical data from global organizations (such as UNESCO, World Bank, and WHO) are used to analyze correlations between women's education levels and indicators of empowerment, health, economic independence, and social status.

Data Analysis: Statistical tools and software are employed to identify patterns, correlations, and trends. Descriptive and inferential analyses are used to interpret how education levels among women affect various socioeconomic factors like income levels, employment rates, health outcomes, and leadership positions.

Case Studies: In-depth case studies of specific countries or regions are conducted to explore how women's education impacts societal change in different cultural and economic contexts. These case studies highlight success stories, challenges, and the direct influence of education on women's lives in both developing and developed countries.

Interviews and Focus Groups: Participant Selection: Interviews and focus groups are conducted with women from diverse backgrounds, including those who have benefited from education and those who face educational barriers.

Data Collection: Semi-structured interviews and group discussions provide insights into personal experiences, challenges, and the perceived impact of education on empowerment and social standing.

Qualitative Analysis: Responses are analyzed thematically to identify common themes, attitudes, and experiences regarding education and empowerment, enriching the quantitative findings with personal perspectives.

Comparative Analysis: Comparative analysis is conducted to evaluate differences across regions, income levels, and educational systems. This allows for an understanding of how varying contexts impact the relationship between education, empowerment, and societal development.

By combining these methods, the study aims to provide a comprehensive view of the transformative role of women's education in society, addressing both quantitative metrics and qualitative insights to draw well-rounded conclusions.

Economic empowerment: Education increases women's earning potential

Education enables women to enter various professions and increases their employment prospects by increasing their skills and knowledge. Educated women not only strengthen the financial base of the family, but also play an important role in overall economic development. Below are some key aspects:

Entry into various professions: Education enables women to enter various professional fields, such as teaching, medicine, engineering, law, business etc.

Success as entrepreneurs: Educated women are able to manage businesses and enterprises, which make them self-reliant and create new employment opportunities.

Income equality: Through education women get equal employment opportunities, this helps in ensuring income equality.

Skill development: Educated women can enhance their skills and performance through various trainings and workshops, which improves their career.

Financial base of the family: Working women play a significant role in increasing the family income; this improves the standard of living of the family and helps in saving and investing for the future.

Thus, education empowers women economically, which brings stability and prosperity to their personal and family lives and contributes to overall economic development.

The impact of female education on economic development and higher earnings is reflected in various ways:



Higher income: Educated women are more efficient and capable in the workplace. As a result they are able to get high paying jobs and establish themselves as corporate or entrepreneurs.

Increase in productivity: Educated women can increase workplace productivity by adopting new methods and proper use of technology.

Health and Welfare: Educated mothers care more about the health and education of their children, which creates a more skilled and healthy workforce in the future.

Poverty Reduction: Female education increases household income, which helps in poverty reduction.

Economic Growth: As a whole educated population plays an important role in the development of a country's economy.

These multidimensional effects of women's education play an essential role in the overall economic development and stability of a country.

CASE STUDY

Here is a case study of a woman named Asima:

Asima is a girl from a village in Bengal. His family was financially poor, and his parents did not feel the need to send him to school at first. But Asima was very interested in studies from childhood. He collected books and tried to educate himself.

Asima's Journey to Education: At one point an NGO brought education opportunities to girls in their village. Asima's parents agreed to send her to school. After going to school, Asima excelled in her studies. With the support of his teachers, he continued his studies and eventually passed the Higher Secondary Examination successfully. After completing higher secondary, Asima got admission in a government university. He started studying economics and graduated. Along with his studies, he also worked a part-time job, which helped him gain practical experience and skills.

Her Current Status: After graduation, Asima got a job in a multinational company. He was promoted very quickly due to his hard work and efficiency. Currently Asima is working as manager of that company and her annual income has increased a lot. Her family is now financially independent and Asima herself has become known as an established and successful woman in the society.

Asima's story proves how much education can change a woman's life. Her persistence, hard work and taking up educational opportunities have turned her financial situation around and made her and her family financially independent.

Political Participation: Education enables women to engage in politics

Women's participation is particularly important in terms of political participation. Education plays an instrumental role in empowering women and actively participating in the political process.

First, education builds self-confidence among women and enhances their decision-making power. Educated women are aware of their rights and responsibilities and can strengthen their position in society.

Second, education helps women gain knowledge about the political process. It provides them with the necessary skills to exercise their right to vote, participate in elections as candidates and play an active role in political activities.

Thirdly, educated women are able to contribute to the development of the society and lead to change in the society. They can take necessary steps to ensure justice, equality and social justice.

For this reason, education enables women to engage in politics and plays an important role in the development of society.

Women's education leads to higher political participation and leadership:

Improvement in women's education leads to higher political participation and leadership.



Educated women are able to play an active role in politics and assume leadership roles. Education boosts women's confidence, makes them aware of their rights and ensures their participation in various spheres of society. Educated women have the opportunity to voice their opinions in policy making and are able to bring about change in society.

An example of a female leader who attributes her success to education:

Sheikh Hasina, Prime Minister of Bangladesh, is a prominent example. She has often emphasized the impact of her education and the importance of education for success in political leadership. Sheikh Hasina is highly educated and has been admired at home and abroad for her leadership qualities. She believed that the advancement of women's education played an important role in political and social change.

She said: "Education is the key to development. An educated mother can educate a nation; an educated mother can raise her children well." It is clear from his statement how aware she is of the impact of education and how she sees education as the key to his success.

Personal growth: Education increases self-awareness and confidence

Education is not just a process of acquiring information or skills; it is a powerful means of personal development. Education makes people more aware of themselves and helps them increase their confidence.

Increasing self-awareness means understanding one's strengths and weaknesses, which is important for making the right decisions in various areas of life. Through education we learn how to adapt to different situations and our mind develops.

Increasing self-confidence means believing in one's own abilities. Education enables us to solve problems and take on new challenges. By learning different things we become more independent and fearless.

Hence, education not only enhances professional skills but is also very important for our personal and emotional development.

Education increases self-esteem and life satisfaction:

Various studies have shown that education plays an important role in increasing women's self-esteem and life satisfaction. Education not only increases knowledge and skills, it also improves the mental and social well-being of the individual.

Self-esteem is a feeling of respect and belief in oneself. Education helps in raising self-esteem of people because:

Acquisition of knowledge and skills: Education gives people the opportunity to acquire new skills and knowledge, which increases their self-confidence.

Social recognition: Educated people generally get more respect in society, which increases their self-esteem.

Personal Improvement: Education teaches various ways to improve the individual, which increases their self worth and importance.

Life satisfaction is the feeling of being satisfied or happy with various aspects of life. Education helps to increase it because:

Employment and Economic Opportunity: Higher education enables women to get better jobs and economic opportunities, which improves their standard of living.

Social Connections: Through education women meet new people and build social networks, which enhance emotional and social well-being.

Health and Welfare: Educated women are generally health conscious and adopt a healthy lifestyle, which increases their overall life satisfaction.



The impact of education is not limited to the individual level; it is also very important for the overall development of society and nation.

Personal Story: An Example of a Woman Who Changed Her Life through Education

Rima is a village girl. His family faced economic difficulties during his childhood, resulting in limited opportunities for education. But Rima had an insatiable interest in studies. He believed that education could change his life.

The beginning of the struggle: Rima's parents wanted her to help with household chores and look after younger siblings. After school he worked in the fields and studied at night. His teachers saw his talent and interest and encouraged him.

Progress through education: Rima did well in higher secondary examination despite various adversities. His teachers advised him to join a city college for further education. Although her family did not agree at first, they finally agreed due to Rima's indomitable will.

Higher education and career: After getting admission in college, Rima entered a completely different world. He was very happy to make new friends, new environment and learn new things. After graduating from college he got a job in a good company. Through his income he was able to support the family financially and also improve his standard of living.

Success story: Today Rima is a successful professional. His hard work and unquenchable interest in education helped him to overcome the adversities of life. She has become an example in the society and her story has helped other girls understand the importance of education.

Rima's story teaches us that education can bring about change at every level of life. It is not only a means of acquiring knowledge, but also plays an important role in increasing confidence, self-esteem and life satisfaction.

CHALLENGES OF WOMEN EDUCATION

There are various challenges in the field of women's education around the world. Although these challenges have eased somewhat in recent years, barriers to women's education remain significant problems in many countries and communities. Some of the main challenges are highlighted below:

Cultural and social barriers

Traditional Beliefs and Ideologies: In many societies housework and marriage are more important than education for girls. These traditional beliefs and mindsets are a major barrier to women's education.

Child Marriage: In many regions, girls are married off at a young age, which blocks their education.

Economic barriers

Poverty: Many families lack enough money, which makes them unable to send their children to school. In this situation, the education of boys is more important than the education of girls.

Work Demand: Girls in poor families have to work to supplement the family income, due to which they do not have the opportunity to go to school.

Lack of security

Safety of transportation: Many girls do not have a safe route to school. Due to lack of security, their studies are stopped.

Violence and Harassment: Girls may be subjected to violence or sexual harassment at school or on the way to school, which is a major hindrance to their education.

Infrastructure of educational institutions

Lack of Necessary Facilities: Many schools do not have separate toilets or hygiene facilities for girls, which is a major problem for them.

Lack of female teachers: Having female teachers is important for many girls, but many regions do not have enough female teachers.



Stress and social expectations

Inadequate support: Without adequate support from family and society, girls lose interest in their education.

Social Pressure: There are various social expectations placed on girls, such as family responsibilities, which interfere with their education.

It is very important to take necessary steps to address these challenges. The development of women's education will not only benefit women, but it will also contribute to the overall development of the society. Barriers to women's education can be overcome through concerted efforts by governments, social institutions, and international organizations.

Limited access, affordability and cultural norms hinder women's education:

Limited access, economic affordability and cultural norms are major barriers to women's education. Below are some statistics that highlight these challenges:

Limited access

Primary Education: According to a 2020 UNESCO report, 129 million girls (aged 5 to 17) do not attend school. Of these, 31 million girls could not access primary education.

Secondary Education: Gender disparity is widespread in secondary education. In many countries, secondary school enrollment rates for girls are lower than for boys.

Economic ability

Poverty and school dropout rate: Girls from poor families are more at risk of dropping out. According to UNICEF data, the dropout rate for girls in low-income countries is 2.5 times higher than for boys.

Cost of Education: Many families find it difficult to afford education, especially for girls. In our country, due to economic problems, the rate of girls not being sent to school is high.

Cultural norms

Child Marriage: According to the World Health Organization (WHO), every year about 12 million girls are married before the age of 18, which is a major obstacle to their education.

Gender Discrimination: In many societies the education of boys is more important than the education of girls.

Security and infrastructure

Lack of security: According to the Global Coalition to Protect Education from Attack (GCPEA), attacks on students occurred in 90 countries between 2015 and 2019, with the majority of victims being female students.

School facilities: According to a UNESCO report, 50% of schools in low-income countries do not have separate toilet facilities for girls, which is a major problem for them.

These statistics clearly highlight the challenges women's limited access to education, economic affordability and cultural norms pose. Addressing these issues is crucial for improving women's education.

Addressing various barriers is crucial for women's empowerment. These barriers include:

Lack of Education: Women's empowerment is not possible if they have less educational opportunities.

Economic Inequality: Empowerment of women is difficult if they do not have financial autonomy.

Social Barriers: Social norms and prejudices create barriers to women empowerment.

Lack of Political Participation: Empowerment of women is blocked if they have limited political and leadership positions.

Violence and Discrimination: Violence and discrimination against women hinders empowerment.

Addressing these barriers requires increasing access to education, ensuring economic equality, social reform, increasing political participation and anti-violence.



CONCLUSION

Education is the key to women's empowerment and social change. It creates new opportunities for women, brings economic autonomy and reduces inequality in society. Through education, women become self-reliant, able to effect social change and gain greater power and equality.

Three important steps in future direction are:

- Increased funds: Increase financial support for women empowerment projects and initiatives. It will help increase investment in women's education, health and entrepreneurship activities.
- Policy Implementation: Formulating and implementing effective policies and laws related to women empowerment. This will reduce discrimination against women and ensure the protection of their rights.
- Challenging Norms: Changing old and irrelevant norms and customs of society. There is a need to raise awareness and reform against norms that hinder the advancement of women.

Empowering women through education can make the world more just and equitable. It provides new opportunities, freedom and equal rights to women, which helps in the overall development of the society and building a better future. Through education, women can develop their full potential, and ensure more balanced and equal opportunities by reducing inequality in society. Empowerment of women through education plays an important role in building a just and equitable society. Educated women not only improve their lives, but also bring about positive change in the family, society and country. Education boosts women's self-confidence, brings economic independence, and increases their social and political participation.

Education makes women aware of their rights and empowers them to make their own decisions. It helps them to stand against any kind of discrimination and oppression. Also, educated mothers can also educate their child, which has a positive effect on generations.

Thus, empowerment of women through education plays an important role in achieving overall development and equality in the society.

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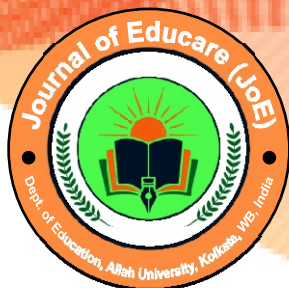
Journal of Educare (JoE)
(A Peer-Reviewed Biannual Journal)

ISSN: 3048-9652 (Online)

www.educare.aliah.ac.in

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JOURNAL OF EDUCARE (JoE)



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Published by:
Department of Education, Aliah University, Park Circus Campus
9th Floor, 17 Gorachand Road, Kolkata-700014, West Bengal, India
Email: jhl.edu@aliah.ac.in Website: <https://educare.aliah.ac.in>