A CONCEPTUAL STUDY ON INTEGRATING DIVERSE LEARNING STYLES WITH EDU VISION 2035: AN OPPORTUNITY TO TRANSFORM EDUCATION THROUGH DIVERSITY

Manjunatha V

Associate Professor

Government First Grade College, Ooty Road, Nanjangud

Gunashree B

Associate Professor, Maharani's Women's Commerce and, Management College, Valmiki Road, Mysuru

ABSTRACT

This article delves into integrating diverse learning styles with the transformative objectives of India's Edu Vision 2035. Learning styles, such as visual, auditory, kinaesthetic, tactile, individual, and group, represent the varied ways in which individuals perceive and process information. The Edu Vision 2035, envisions an inclusive, flexible and holistic education system that resonates deeply with these diverse preferences. By aligning pedagogical methods with different learning styles, the Edu Vision 2035 seeks to create an equitable, learner-centred environment that fosters creativity, critical thinking and lifelong learning.

This integration supports the Edu Vision 2035's goals, including holistic and multidisciplinary education, skill development and technology adoption, while promoting equity and Indian cultural heritage. Visual learners benefit from diagrams, infographics and multimedia resources; auditory learners thrive through discussions, storytelling and oral presentations; kinaesthetic and tactile learners excel in hands-on and experiential learning environments. Additionally, individual and group learners find tailored opportunities for introspection and collaboration, respectively.

With strategies like teacher training, adaptive curricula and competency-based assessments, incorporating learning styles ensures a personalized approach to education. This article emphasizes how such integration can revolutionize the Indian education system, equipping students with the skills and adaptability required for a rapidly evolving global landscape.

Keywords*: Edu Vision 2035, Learning Styles, Learner-centred environment, Skills and adaptability*

INTRODUCTION

The Edu Vision 2035 of India is a transformative framework designed to revitalize the education system and align it with the diverse learning needs of the 21st century. Central to its vision is the emphasis on learner-centric approaches, equity and inclusivity. To achieve this, it is crucial to integrate the principles of varied learning styles, as they cater to the unique ways in which individuals perceive, process and respond to information. This alignment ensures a holistic, inclusive, and effective educational environment that fosters lifelong learning.

LEARNING STYLES AND THEIR CHARACTERISTICS

Learning styles are the diverse approaches individuals use to acquire and process information. They encompass cognitive, social and physiological behaviours that influence

how learners interact with their environment. Based on the observation method the learning styles of the learners can be identified and classified as:

1) **Visual Learners:** Visual learners usually prefer images, diagrams and body language to grasp concepts. They thrive in visually enriched environments and are attentive to non-verbal cues.

2) **Auditory Learners:** The learning mind of the auditory learners used to process the information through listening, benefiting from discussions, lectures and oral reading.

3) **Kinaesthetic Learners:** Kinaesthetic learners are more adoptive in nature and would like to learn best through active, hands-on experiences and interaction with the physical world.

4) **Tactile Learners:** Tactile learners are very attentive to information and prefer hands-on activities, note-taking and physically engaging with learning materials.

5) **Individual Learners:** Individual learners are more confident about their ability to understand the information and desire to excel in solitary, introspective learning environments where they can focus deeply and analyse independently.

6) **Group Learners:** Group learners are adaptive to social behaviour and would like to thrive in collaborative settings, benefiting from mentoring, peer discussions and teamwork.

Aligning Learning Styles with new education vision 2035:

The education vision 2035 emphasis on flexibility, inclusivity and holistic development aligns seamlessly with the principles of accommodating varied learning styles. An effort is made through conceptual study to understand the alignment of the detailed integration of learning styles with the new education vision 2035:

Holistic and Multidisciplinary Education

A multidisciplinary approach encourages students to explore connections between various subjects, enabling them to think critically and creatively. For instance, visual learners could be engaged through subject-specific infographics and conceptual diagrams, while auditory learners benefit from subject-specific podcasts or discussion panels. Kinaesthetic and tactile learners would thrive in hands-on projects that allow them to explore interdisciplinary concepts through experimentation and practical application.

Equity and Inclusion

The Edu vision 2035 focus on inclusivity demands differentiated teaching strategies that accommodate diverse learner needs. This includes designing classroom activities that combine tactile learning aids, interactive group discussions, and reflective individual tasks. For disadvantaged communities, leveraging low-cost, technology-driven solutions like audio guides for auditory learners and visual aids for visual learners can bridge the equity gap.

Skill Development and Employability

Vocational training programs and internships can be customized to match learning preferences. For example, kinaesthetic learners can excel in hands-on mechanical or technical training, while visual learners may thrive in fields like graphic design or architecture. This tailored approach not only enhances learning outcomes but also ensures students are better prepared for the workforce.

Technology Integration

Modern education relies heavily on technology to make learning accessible and engaging. Augmented and virtual reality platforms cater to visual and kinaesthetic learners, creating immersive educational experiences. Similarly, auditory learners can benefit from AI-driven voice tools and interactive audio lessons, while individual learners can make use of adaptive learning systems offering personalized pathways.

Promoting Indian Languages and Culture

To revitalize interest in Indian heritage and languages, innovative methods can be employed. Visual learners can explore cultural history through visual arts and documentaries, auditory learners through folk songs and oral storytelling and kinaesthetic learners through interactive cultural workshops and festivals. Such activities deepen cultural connections and instill pride in India's diverse heritage.

Teacher Empowerment and Capacity Building

Teachers play a pivotal role in identifying and addressing diverse learning needs. Continuous professional development programs can train educators to employ multiple teaching strategies, including visual tools, collaborative group work and interactive activities. Providing teachers with access to digital resources and pedagogical training ensures they can effectively cater to all learning styles.

Assessment Reforms

Competency-based assessments should be designed to reflect diverse learner strengths. Visual learners could demonstrate understanding through conceptual maps, while kinaesthetic learners might excel in practical demonstrations or projects. Similarly, auditory learners can be evaluated through oral presentations and discussions, ensuring a comprehensive and fair evaluation process.

Research and Innovation

Fostering a culture of inquiry aligns with the new education vision of cultivating critical thinkers and innovators. Individual learners can contribute through self-directed research initiatives, while group learners excel in collaborative problem-solving activities that integrate multiple perspectives.

Implementation Strategies

Indeed, it is a challenging task for educators to effectively integrate learning styles with vision- 2035 objectives. The education system in India is so diversified that the imparting knowledge system has several dimensional aspects right from schooling level system to higher educational system. In the context of rapid technological change and its adaptation and implementation in diversified learning styles, the education system of India must make a constructive and collaborative strategical effort in the following areas by keeping in mind the socially desirable educational objectives which result in benefit to all the stakeholders.

1) **Teacher Training:** Teacher is a master of transforming of knowledge to the students. Therefore, at the first and foremost step of the strategical implementation of new vision of education, the teachers needs to trained and equipped with the new wave of knowledge, technology and tools to identify and address diverse learning styles of students. The mantra to achieve this objective should be **"Empowering Educators to Enrich Future Generations".**

2) **Curriculum Design:** The proposed reconfiguration of India's education system envisions leveraging technology and fostering individual potential as key drivers of social transformation. Within this framework, curriculum design will prioritize the systematic integration of technology, the provision of personalized and adaptive learning pathways, and the alignment of educational content with national development imperatives. This strategic orientation aims to produce a future-ready workforce while simultaneously nurturing empowered citizens capable of contributing to sustainable societal progress.

3) **Technology Adoption:** By 2035, teaching methodologies will strategically transition toward student-centred and technology-enhanced approaches, reducing reliance on rote learning and fostering higher-order thinking skills. A pivotal development within this framework will be the integration of **Artificial Intelligence as a Co-Teacher**, wherein AI-driven systems will undertake routine administrative functions such as grading, attendance management, and data analysis. This will enable educators to devote greater attention to pedagogy, mentorship and the facilitation of personalized, competency-based learning experiences.

4) **Assessment Diversity:** To achieve the objectives of Vision 2035, assessment practices will be strategically diversified to move beyond conventional examinations and provide a more holistic evaluation of learner outcomes. This measure will prioritize the inclusion of multiple assessment modes—such as competency-based evaluations, project-based tasks, e-portfolios, adaptive testing, and AI-enabled analytics—to capture a wide spectrum of student abilities. Emphasis will be placed on continuous and formative assessments that measure critical thinking, creativity, collaboration, and digital literacy alongside academic knowledge. Such an approach will ensure inclusivity, reduce examination stress, and create a robust framework for developing future-ready learners aligned with national and global development goals.

5) **Awareness for transformation:** An effective awareness program under Vision 2035 will engage students, teachers, parents, and policymakers in understanding the shift toward student-centred, technology-driven, and competency-based learning. Through workshops, digital campaigns, and community outreach, the program will highlight curriculum innovation, assessment diversity, and the role of technology in creating future-ready learners. By fostering collective participation, it will build awareness, empower educators, and align education with national development goals.

CONCLUSION

Integrating learning styles with the objectives of the Edu Vision 2035 policy ensures that education becomes inclusive, learner-centred and adaptable. By recognizing the diverse ways individuals learn, this policy can foster an environment that nurtures creativity, critical thinking and lifelong learning, ultimately shaping a future-ready generation. This holistic approach not only addresses the immediate educational needs but also lays a strong foundation for sustainable development and equity in education. In fact, by embedding the principles of varied learning styles into the Edu Vision's framework, Indian education can achieve greater inclusivity, equity and relevance in a rapidly changing technological world.

REFERENCES

1. Ahmet Saban, 2003. A Turkish profile of prospective elementary school teachers and their views of teaching. Journal of teaching and Teacher education, 19(8), pp. 829-846

2. Andrzej Cichocki and Alexander P. Kuleshov (2021). Future Trends for Human-AI Collaboration: A Comprehensive Taxonomy of AI/AGI Using Multiple Intelligences and Learning Styles. Hindawi Computational Intelligence and Neuroscience Vol.2021, 1-21

3. Atiek Winarti, Leny Yuanita & Moh. Nur (2019). The Effectiveness of Multiple Intelligences Based Teaching Strategy in Enhancing the Multiple Intelligences and Science Process Skills of Junior High School Students. Journal of Technology and Science Education Vol. 9 (2). 122-135.

4. Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). Longman.

5. Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Heinle & Heinle.

6. Daniel David Martínez-Romera (2018. Sternberg-Wagner Thinking Styles: A Research Tool in Social Science Didactics. Journal of Technology and Science Education Vol.8(4): 398-407.

7. Dunn, R., & Dunn, K. (1993). *Teaching secondary students through their individual learning styles: Practical approaches for grades 7-12*. Allyn & Bacon.

8. Executive summary by TIFAC (2017): *Vision 2035 – Education Roadmap*

9. Felder, R. M., & Silverman, L. K. (1988). *Learning and teaching styles in engineering education*. Engineering Education, 78(7), 674–681.

10. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.

11. Glazzard, Jonathan (2015) A Critical Analysis of Learning Styles and Multiple Intelligences and their Contribution to Inclusive Education. Journal of Global Research in Education and Social Science, 2 (3). pp. 107-113. ISSN 2454-1834.

12. Jonathan Glazzard, 2015. A Critical Analysis of Learning Styles and Multiple Intelligences and their Contribution to. Journal of Global Research in Education and Social science.

13. Keskin, B., Özay Köse E. & Güloğlu, F. (2021). The relationship between social sciences high school and science high school students' multiple intelligence levels and learning styles. International Journal of Contemporary Educational Research, 8(1), 92-102.

14. Jung, C.G., 2011. Introduction to Jungian psychology: Notes of the seminar on analytical psychology given in 1925 (Vol. 5). Princeton University Press.

15. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

16. Kunjal Bharatkumar Mankad (2015). The Role of Multiple Intelligence in E-Learning. International Journal for Scientific Research & Development| Vol. 3 (5). 1076-1081.

17. Lubna Qutab, Azra Raza, Rabia Tabbassum, Syed Jawad Zareen, 2024. An Investigation to Study the Relationship of Multiple Intelligence and Students' Learning Styles. Pakistan Journal of Humanities and Social Sciences, Volume 12, pp. 178-187.

18. Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.

19. McKerracher, A. W. (2004). *Learning styles and strategies: The key to academic success*. Educational Research Press.

20. Ministry of Education, Government of India. (2020). *National Education Policy 2020*. Retrieved from https://www.education.gov.in

21. Nilgün Yenicea & Hilal AktamÕú (2010). Determination of multiple intelligence domains and learning styles of the teacher candidates. Procedia Social and Behavioral Sciences (2) 3274–3281.

22. Ramin Akbari & Kobra Hosseini (2007). Multiple intelligences and language learning strategies: Investigating possible relations. Elsevier Ltd. ScienceDirect, Vol. 3 (8). 1-15.

23. Rani Gul & Muhammad Rafique (2017). Teachers Preferred Approaches towards Multiple Intelligence Teaching: Enhanced Prospects for Teaching Strategies. Journal of Research and Reflections in Education Vol.2, 197-203.

24. Sabriye Şener & Ayten Çokçalışkan (2018). An Investigation between Multiple Intelligences and Learning Styles. RedFame Journal of Education and Training Studies Vol. 6 (2) 125-132.

25. Stephen J. Denig (2004). Multiple Intelligences and Learning Styles: Two Complementary Dimensions. Teachers College Record, Columbia University, Vol. 106(1) 96–111.

26. Teele, S. (2000). Rainbows of intelligence: Exploring how students learn. Oaks, CA: Corwin Press.

27. Valerie Strauss (2013) Howard Gardner: 'Multiple intelligences' are not 'learning styles. The Washington Post.

28. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.