

New Trends and Practices in Education of 21st Century

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Abstract

Education is the gate way from which road to all round development of human beings and leads to blissful state of sustained growth, peace and prosperity. Recent researches have amply born-out that almost all the determinants of quality of life, by and large, are the outcome of education. "Education, indeed, plays an important role in the life an individual as also in shaping the level and quality of society in a decisive manner". Education not only enhances man's knowledge, skills and competencies but also plays a transformational role in the all these aspects. Owing largely to these reasons education has long been regarded as a major driver of economic development. Obviously, education influences and at the same time gets influenced by the whole development process. Keeping in mind this very aspect, the present paper focus on new trends and practices in the field of education.

Education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development. UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. The Organization is the only United Nations agency with a mandate to cover all aspects of education. Due to Information and Communication Technology Revolution, there has been a rapid and phenomenal increase in the interaction between communities, politics and societies in today's world. Our Indian social system is also going through massive change to meet the needs of modern world. The society has different subsystems and Education is one of them. It is evident that with the changing time, Education has transformed itself to meet the demands of the society. Under the influence of social needs, priorities in the realm of education have witnessed major shifts from time to time. From the emphasis in ancient times on the humanities as a source of culture to the Post-Renaissance emphasis on science and economics to the twentieth-century focus on technology and management, the course of higher education has undergone a tremendous change. We have, as a nation, accepted liberalization as an instrument of our economic policy. It follows that our markets are now open, and that our domestic products have to compete with those of the global economy for a share even in our own neighborhood market. In the globalized economy, the competence of our manpower and the quality of our products has to meet international standards. In preparing ourselves for the task, no other system of the society has as crucial a role to play as education. As for the demand we can see, there are several global trends in growth pattern of higher education. Most significant can be seen as: the transition from elite to mass and then to universal higher education, the emergence of the private sector provision and the convergence of different technologies that opens new avenues to distribute knowledge and to engage larger student audience. These trends, along with shifting demographics, are resulting in internationalization of higher education. It is changing the relationship between the institutions, the government and its regulatory arms.

With growing student mobility and the increasing demand in the global labor market for the highly skilled, higher education has now gone international. With the entry of a large number of private and foreign providers, there is intense competition in higher education. Providers are numerous and more diverse. Students and academics now have the choice to opt for the best deal. Related to the explosion of knowledge and technology is the phenomenon of globalization which has brought modern societies so close to each other that nations have come to be viewed as markets of business and commerce or math for the exchange of information

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and technology governed by the logic of competition among individual sellers of knowledge or technology as well as among organized corporations or companies. This phenomenon has introduced a spirit of uncertainty and mistrust among individuals and we remain burdened with anxiety and aggressiveness, strain and tension bordering on nervousness and paranoia. The entire educational scenario is strongly vitiated today by this unhealthy spirit of cut throat competition and the loads of anxiety and tension which go with it. The entire process of imparting education is distinguished today by preparing young boys and girls for a global competitiveness in one or another area of specialization, in one or another professional occupation, or in one or another branch of market economy.

It can also be seen that the amount of knowledge to be mastered by the individual mind is so vast today that beyond merely accumulating it in memory like material goods in store one is not required to relate it to the larger question of human values which determine the moral status of man and the culture of a society. Here, the whole exercise gets reduced to a gathering of information and finding its applications for the material development of society. With the mounting pressure of numbers seeking higher education in societies on account of increasing population, adoption of the mode of distance education has become quite convenient and attractive because here education as information is easily managed through new electronic and satellite technologies of imparting information to students scattered in distant lands. More and more open schools and universities and more and more distance education departments in the residential universities have contributed to the continuous process of growth in the field of education. Had our view of education not changed from development of personality to a mere appropriation of information, this adoption of distance education could not have been so prompt.

All the fields and all the activities in the some from or the other are influenced or shaped by education. The process of the all-round development of a nation thus requires that the process of education need to be changed with the changing needs, aspirations and demands of the society. This is primarily because we live in a time of rapid change- change that is often unpredictable and not always positive. Management scientists, the world over, have come to the common conclusion that the best way to manage change, whether positive or negative, is to prepare for it, and that there is no better form of preparation than exploring alternative approached to develop quality culture in education, in general, and higher education, in particular.

ICT-Based Education

“Information and Communication Technologies are defined as all defined as all devices, tools content, resources, forums, and services, digital and those that can be converted into or delivered through digital forms, which can be deployed for realizing the goals of teaching learning, enhancing access to and reach of resources, building of capacities, as well as management of the educational system. These will not only include hardware devices connected to computers, and software applications, but also interactive digital content, internet and other satellite communication devices, radio and television services, web based content repositories, interactive forums, learning management systems, and management information systems. These will also include processes for digitization, deployment and management of content, development and deployment of platforms and processes for capacity development and creation of forums for interactive and exchange.

Thus, Information and Communication Technology (ICT) is a board umbrella term that encompasses an array of communication devices or application, which may include: radio, television, cellular phones, computer, and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as video-

conferencing and distance learning. When such technologies are used for educational purposes, ICT becomes a subfield of Educational Technology.

So when it comes to ICT, education can be thought of in three main categories. They are the following:

- E-learning
- Blended Learning, and
- Distance Learning
- Digital Libraries

E-learning: - Quite simply, e-learning is electronic learning, and typically this means using a computer to deliver part, or all of a course whether it's in a school, part of your mandatory business training or a full distance learning course. E-learning allows delivery, dialogue and feedback and content delivery with the best teachers over the internet. It allows mass customization in terms of content delivery.

Blended Learning: - It means a combination of a host of approaches to teaching and learning, which is what ICT/e-learning provide. These methods may include internet based learning, teaching complemented by a mixture of face-to-face learning combined with ICT-based, self-paced learning and online classrooms.

Distance Learning: - With the development of internet in particularly, there has been a huge spurt in students opting for distance learning material is transmitted over distances.

Digital Libraries:- Digital Libraries are being created in education to provide easy access to collections through the use of computerized catalogue (OPAC).

Life Skill Education

The term Life Skill Education, is being widely used nowadays but it is often used interchangeably with livelihood skills. But the two are different. Livelihoods skills as the name suggests, are skills, related to generate income to fulfill one's household/individual economic goals. These skills basically involve vocational skills, business management skills etc, where as life skills encompasses all the dimensions of human life, be it economical, social or psychological.

World Health Organization (WHO) in 1993 defined life skills as, "the abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life." UNICEF defines life skills as, "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills." Therefore, life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self management skills that may help an individual to lead a healthy and productive life.

Importance of Life Skill Education:

1. Life skills help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills.
2. It helps in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.
3. It helps to weigh pros and cons of the situation, hence, act as a mediator to problem behaviour.
4. It promotes positive social, norms that an impact the adolescent health services, schools and family.
5. It helps adolescents to differentiate between hearing and listening and thus, ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism etc.
6. It delays the onset of the abuse of tobacco, alcohol etc.

7. It promotes the development of positive self-esteem and teaches anger control.

Virtual Learning

Virtual learning uses computer software, the Internet or both to deliver instruction to students. This minimizes or eliminates the need for teachers and students to share a classroom. Virtual learning does not include the increasing use of e-mail or online forums to help teachers better communicate with students and parents about coursework and student progress; as helpful as these learning management systems are, they do not change how students are taught. Virtual learning comes in several forms:

- **Computer-Based:** Instruction is not provided by a teacher; instead, instruction is provided by software installed on a local computer or server. This software can frequently customize the material to suit the specific needs of each student.
- **Internet-Based:** This is similar to *computer-based* instruction, but in this case, the software that provides the instruction is delivered through the Web and stored on a remote server.
- **Remote Teacher Online:** Instruction is provided by a teacher, but that teacher is not physically present with the student. Instead, the teacher interacts with the student via the Internet, through such media as online video, online forums, e-mail and instant messaging.
- **Blended Learning:** This combines traditional face-to-face instruction, directed by a teacher, with *computer-based*, *Internet-based* or *remote teacher online* instruction. In effect, instruction comes from two sources: a traditional classroom teacher, and at least one of the forms of virtual learning described above.
- **Facilitated Virtual Learning:** This is *computer-based*, *Internet-based* or *remote teacher online* instruction that is supplemented by a human “facilitator.” This facilitator does not direct the student’s instruction, but rather assists the student’s learning process by providing tutoring or additional supervision. The facilitator may be present with the learner or communicating remotely via the Web or other forms of electronic communication.

Peace Education

Peace education is the process of acquiring the *values*, the *knowledge* and developing the *attitudes*, *skills*, and *behaviors* to live in harmony with oneself, with others, and with the natural environment.

There are numerous United Nations declarations on the importance of peace education.¹ Ban Ki Moon, U.N. Secretary General, has dedicated the International Day of Peace 2013 to peace education in an effort to refocus minds and financing on the preeminence of peace education as the means to bring about a culture of peace. Koichiro Matsuura, the immediate past Director-General of UNESCO, has written of peace education as being of “fundamental importance to the mission of UNESCO and the United Nations”. Peace education as a right is something which is now increasingly emphasized by peace researchers such as Betty Reardon and Douglas Roche. There has also been a recent meshing of peace education and human rights education.

- Values and attitudes required for peace education.
- Values and attitudes underpin peace education and need to be addressed through the curriculum and the whole school.
- Respect for others regardless of race, gender, age, nationality, class, sexuality, appearance, political or religious belief, physical or mental ability.
- Empathy – a willingness to understand the views of others from their standpoint.
- A belief that individuals and groups of people can make for positive change.
- Appreciation of and respect for diversity.
- Self esteem – accepting the intrinsic value of oneself.
- Commitment to social justice, equity and nonviolence.

- Concern for the environment and understanding of our place in the eco-system.
- Commitment to equality

Aims of peace education

- to understand the nature and origins of violence and its effects on both victim and perpetrator.
- to create frameworks for achieving peaceful, creative societies.
- to sharpen awareness about the existence of unpeaceful relationships between people and within and between nations.
- to investigate the causes of conflicts and violence embedded within perceptions, values and attitudes of individuals as well as within social and political structures of society.
- to encourage the search for alternative or possible nonviolent skills.
- to equip children and adults with personal conflict resolution skills.

Value Education

Since education is a systematic endeavor, it has been considered a tool for fostering values. Values are the essence of the education system. Many a times it is said that values are caught and not taught. Being a guiding component of human behavior these may vary from one society to another time to time with the common motto of welfare to humanity. Thus, being a backbone of society value system:

- Gives a person an aim and direction to achieve it.
- Provides a basis to decide the behavior of a person.
- Makes possible for an individual to be familiar with what to expect of others and also the way to conduct.
- Focuses on the sense of right and wrong, moral and immoral.

Counseling in Education

In the case of student counseling students are essentially educational in character education applied directly to the needs of the individual, in a personal contact situation. The various areas or types of counseling are: Clinical Counseling, Psychological Counseling, Psychotherapeutic Counseling, and Vocational and Career Counseling etc.

- **Clinical Counseling**

The term clinic refers to the method of studying the individual as unique whole. Specific behaviors are observed and specific traits may be inferred, but the goal is that of understanding (and helping) the particular individual.

- **Psychological Counseling**

Psychological may consist of an emotion-laden monologue by the patient or at the opposite extreme the therapist may have to take the initiative in making the patient speak at all. The therapist may offer encouragement, give information, give advice; these more positive actions on his part still lie within the very general meaning of psychological counseling.

- **Psychotherapeutic Counseling**

Psychotherapeutic Counseling is the face-to-face relationship in which a psychologically trained individual is consciously attempting by verbal means to assist another person or persons to modify emotional attitude that are socially maladjusted and in which the subject is relatively aware of the personality reorganization through which he is going..

- **Vocational and Career Counseling**

While providing vocational and career counseling the counselor has to keep in mind students' interest, potential, capability and eligibility of particular field.

Environmental Education:

Environmental education is medium and process of education that covers mans relationship with his natural as well as social and man made environment and also it includes the relationship of pollution, industrialization, pollution, resource allocation and depletion, conservation, transportation, technology, energy and urban and rural planning to the total biosphere. Today, the cry of pollution is heard from all the nooks and corners of the world and pollution has become a major threat to the very existence of mankind on this earth. It is a major challenge of our times.

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