



Need to be Changes in the Teaching-Learning Process in the Traditional Education System for imparting Twenty First Century Skills Learning: A Brief Exposition

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Abstract: In the quick changing universe of the mid 21st century government funded instruction is likewise evolving. As a feature of the changes, the part of schools and instruction will likewise be diverse both in the instructive framework and in the general public. Along with them, the job of instructors will likewise change. A developing number of business pioneers, government officials, scientists and teachers are joined around the globe zeroing in on the possibility that understudies need 21st century abilities to be viable the present life. It's energizing to accept that we live in occasions that are so extreme which requests new, unique and imaginative capacities and abilities. In any case, truth is told, the abilities understudies need in the 21st century isn't new. In this paper I am analyzing how the new social difficulties request expertise and livelihood situated instruction and educators change schools into foundations with current points and common agreements. I will exhibit the trademark highlights of 'ideal' educators by investigating ongoing writing and the consequences of a study. In the study instructors uncover their expert points and requirements for what's to come. At long last, we will investigate instructor's information base in the 21st century.

Keywords: Education, Curriculum, Role of School, Role of Teacher, Society.

1. Introduction

Should be Changes in the Teaching-Learning Process in the Traditional Education System for granting 21st Century Skills learning is a significant issue in the current schooling framework. Basic reasoning and critical thinking, for instance, have been segments of human advancement since forever, from the improvement of early apparatuses, to rural headways, to the development of antibodies, to land and ocean investigation. Such abilities as data education and worldwide mindfulness are not new, in any event not among the elites in various social orders. Not new all things considered. In The Republic, Plato expounded on four unmistakable degrees of astuteness. What's in reality new is the degree to which changes in our economy and the world imply that group and individual achievement relies upon having such abilities. Numerous understudies are shown these abilities the individuals who are sufficiently lucky to go to exceptionally viable schools or possibly experience extraordinary educators yet it's a matter of chance as opposed to the intentional plan of our educational system. Today we can't bear the cost of a framework where getting great instruction is likened to a round of bingo. In the event that we are to have a more fair and compelling state funded schooling framework, abilities that have been the region of the couple of should get all inclusive.

This differentiation between 'abilities that are novel' and 'abilities that should be shown all the more purposefully and adequately' should lead policymakers to various training changes than those they are presently considering. On the off chance that these abilities were for sure new, at that point maybe we would require an extreme remodel of how we consider substance and educational plan. However, on the off chance that the issue is, all things considered, that schools should be more purposeful about showing basic reasoning, joint effort, and critical thinking to all understudies, at that point the cures are more self-evident, albeit still strongly testing. The historical backdrop of training change ought to extraordinarily concern every individual who needs schools to make a superior showing of instructing understudies to think. Many change endeavors, from lessening class size to improving understanding guidance, have degenerated into crazes or been executed with frail constancy to their center aim. The 21st century abilities development faces a similar danger. To entangle the test, a portion of the manner of speaking we have heard encompassing this development recommends that with such a lot of new information being made, content does not make any difference anymore; that methods of realizing data are currently considerably more significant than data itself. Such thoughts repudiate what we think about educating and learning and raise worries that the 21st century abilities development will wind up being a feeble mediation for the understudy's low-pay understudies and understudies of shading who most need amazing schools as an issue of social value.

The discussion isn't about substance versus abilities. There is no dependable voting public contending against guaranteeing that understudies figure out how to think in school. Or maybe, the issue is the manner by which to address the difficulties of conveying substance and abilities in a rich manner that truly improves results for understudies. What will it take to guarantee that



the possibility of '21st century abilities' or all the more decisively, the push to guarantee that all understudies, instead of simply a special minority, approach rich instruction that deliberately causes them gain proficiency with these abilities is effective in improving schools? That exertion requires three essential segments. To begin with, teachers and policymakers should guarantee that the instructional program is finished and that substance isn't duped for a vaporous quest for abilities. Second, states, school regions, and schools need to patch up how they consider human resources in instruction specifically how instructors are prepared. At last, we need new appraisals that can precisely gauge more extravagant learning and more perplexing errands. For the 21st century abilities exertion to be viable, these three components should be executed in show. Something else, the change will be shallow and counter-beneficial.

2. Objective of the Study

- To develop the learning skills among the teacher and students.
- To understand the various methods of teaching learning process.
- To find out the better teaching methods and skills.
- To develop the better teaching learning process

Personalization, cooperation, correspondence, casual learning, profitability and substance creation are fundamental to the abilities and abilities students are relied upon to create and the manner by which these abilities are instructed. These components are critical to the general vision of twenty-first century learning. There are various successful, research-based educational program models fit for controlling twenty-first century learning. Sternberg and Subotnik (2006) contend for an educational plan zeroed in on encouraging students capacities in 'The other 3 Rs': Reasoning, insightful, basic reasoning and critical thinking abilities, Resilience implies fundamental abilities, for example, adaptability, flexibility and confidence and Responsibility implies astuteness or the use of knowledge, inventiveness and information for a typical decent. Wagner (2010) and the Change Leadership Group at Harvard University recognized another arrangement of abilities and abilities. Educated by a few hundred meetings with business, non-benefit and training pioneers, Wagner focused on that understudies need seven basic instincts to be ready for twenty-first century life, work and citizenship,

- Critical thinking and problem solving
- Collaboration and leadership
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analysing information
- Curiosity and imagination

3. Need to be Changes in the Teaching - Learning Process:

• Better Curriculum:

Individuals on all sides of this discussion regularly talk about abilities and information as discrete. They portray abilities as likened to a capacity on an adding machine: If your mini-computer can figure square roots, it can do as such for any number; also, if an understudy has built up the capacity to 'think logically,' the person in question can do as such with any substance. In this detailing, space information is predominantly significant as grist for the factory you need something to consider. Abilities and information are not isolated, in any case, however entwined. Sometimes, information encourages us perceive the fundamental construction of an issue. For instance, even little youngsters comprehend the legitimate ramifications of a standard like "On the off chance that you finish your vegetables, you will get a treat after supper." They can reach the consistent determination that a kid who is denied a treat after supper should not have completed her vegetables. Without this natural setting, nonetheless, a similar youngster will likely think that it's hard to comprehend the coherent structure 'Modus Tollens', of which the treat rule is a model. Hence, it's erroneous to imagine intelligent speculation as a different expertise that can be applied across an assortment of circumstances. In some cases we neglect to perceive that we have a specific reasoning ability except if it comes as known substance.

At different occasions, we realize that we have a specific reasoning ability, yet area information is important on the off chance that we are to utilize it. For instance, an understudy may have discovered that 'thinking deductively' requires understanding the significance of unpredictable outcomes in a test. In case you're astonished by the after-effects of an examination, that recommends that your speculation wasn't right and the information are disclosing to you something fascinating. However, to be astonished, you should create a forecast in any case and you can possibly produce an expectation in the event that you comprehend the space wherein you are working. Accordingly, without content information we frequently can't utilize thinking abilities appropriately and successfully. For what reason would misconception the relationship of abilities and



information lead to inconvenience? To begin with, on the grounds that substance is promptly accessible in numerous areas however thinking abilities live in the student's cerebrum, it would appear to be certain that in the event that we should pick between them, abilities are fundamental, while content is just attractive. Second, if abilities are free of substance, we could sensibly reason that we can build up these abilities using any substance. For instance, if understudies can figure out how to ponder science with regards to any logical material, an instructor should choose content that will draw in understudies, regardless of whether that substance isn't vital to the field. Be that as it may, all substance isn't similarly essential to arithmetic, or to science, or to writing. To think basically, understudies need the information that is key to the area.

The significance of substance in the advancement of reasoning makes a few difficulties for the 21st century abilities development. The first is the compulsion to underscore progressed, applied reasoning too soon in preparing a methodology that has demonstrated inadequate in various past changes. Learning will in general follow an anticipated way. At the point when understudies first experience novel thoughts, their insight is shallow and their arrangement is bound to explicit models. They need openness to fluctuated models before their comprehension of an idea turns out to be more dynamic and they can effectively apply that understanding to novel circumstances. Another curricular test is that we don't yet have a clue how to show self-heading, coordinated effort, inventiveness, and advancement the manner in which we realize how to show long division. The arrangement of 21st century abilities defenders is by all accounts to give understudies more encounters that will probably build up these abilities for instance, having them work in gatherings. In any case, experience isn't something very similar as training. Experience implies just that you utilize an expertise; practice implies that you attempt to improve by seeing what you are fouling up and figuring systems to improve. Practice additionally requires criticism, generally from somebody more talented than you are. Due to these difficulties, concocting a 21st century abilities educational plan requires more than offering empty talk to content information. Delineating the abilities in detail and simply encouraging that substance be instructed, as well, is a formula for disappointment. We should plan to show abilities with regards to specific substance information and to regard both as similarly significant. Furthermore, schooling pioneers should be practical about which abilities are workable. On the off chance that we consider that such abilities as cooperation and self-course are fundamental, we should dispatch a purposeful exertion to concentrate how they can be instructed adequately instead of cheerfully accept that commanding their training will bring about understudies learning them.

• **Better Teaching:**

More prominent accentuation on abilities likewise has significant ramifications for educator preparing. Our purpose to train these abilities to all understudies won't be sufficient. We should have an arrangement by which instructors can succeed where past ages have fizzled. Promoters of 21st century abilities favor understudy focused techniques for instance, issue based learning and undertaking based discovering that permit understudies to team up, work on real issues, and draw in with the local area. These methodologies are broadly acclaimed and can be found in any educational techniques reading material; instructors think about them and accept they're compelling. But, instructors don't utilize them. Late information show that most instructional time is made out of seatwork and entire class guidance drove by the instructor (National Institute of Child Health and Human Development Early Child Care Research Network, 2005). In any event, when class sizes are decreased, instructors don't change their showing techniques or utilize these understudy focused strategies (Shapson, Wright, Eason, and Fitzgerald, 1980).

For what reason don't instructors utilize the techniques that they accept are best? Indeed, even backers of understudy focused techniques recognize that these strategies present homeroom the executive's issues for educators. At the point when understudies work together, one anticipates a specific measure of clamor in the room, which could degenerate into disarray in under master hands. These strategies likewise request that instructors be proficient about a wide scope of themes and are set up to settle on in-the-second choices as the exercise plan advances. Any individual who has watched a profoundly successful instructor lead a class by at the same time drawing in with content, homeroom the board, and the continuous observing of understudy progress realizes how exceptional and requesting this work is. It's a consistent shuffling act that includes keeping numerous balls noticeable all around. Part of the 21st century abilities development's arrangement is the call for more prominent coordinated effort among educators. Surely, this is one of the arrangement's most noteworthy qualities; we squander an important asset when we don't give instructors time to share their mastery. However, where will schools figure out the delivery time for such coordinated effort? Will they enlist more instructors or increment class size? How might they give the innovation framework that will empower educators to team up with something other than the instructor down the corridor? Who will construct and keep up and alter the Web destinations, wikis, etc? These difficulties bring up prickly issues about whether the plan of the present schools is viable with the objectives of the 21st century abilities development.

For change to move past executives workplaces and enter study halls, we should comprehend that proficient improvement is a monstrous endeavor. Most instructors don't should be convinced that project-based learning is a smart thought they as of now accept that. What instructors need is considerably more vigorous preparing and backing than they get today, including explicit exercise designs that manage the high intellectual requests and potential study hall the board issues of utilizing understudy focused



techniques. Lamentably, there is a far and wide conviction that educators definitely realize how to do this if no one but we could release them from the present smothering norms and responsibility measurements. This thought romanticizes understudy focused strategies, belittles the test of executing such techniques, and overlooks the absence of limit in the field today. All things considered, staff advancement organizers would do well to connect with the best instructors accessible in an iterative cycle of preparation, execution, criticism, and kept arranging. This interaction, alongside extra instructor preparing, will require critical time. Also, obviously none of this will be effective without more extensive changes in how instructors are enrolled, chosen, and deselected with an end goal to address the entire image of schooling's human resources challenge.

• **Better Test:**

There is little point in putting intensely in educational plan and human resources without likewise putting resources into appraisals to assess what is or isn't being refined in the study hall. Luckily, in a new report for Education Sector, the potential exists today to deliver appraisals that measure thinking abilities and are likewise dependable and equivalent among understudies and schools components fundamental to endeavors to guarantee responsibility and value. However, endeavors to survey these abilities are as yet in their earliest stages; training faces tremendous difficulties in building up the capacity to convey these appraisals at scale. The primary test is the expense. Albeit more elevated level abilities like basic reasoning and investigation can be surveyed with all around planned numerous decision tests, a really rich evaluation framework would go past various decision testing and incorporate estimates that empower more prominent inventiveness, show how understudies showed up at answers, and even take into account coordinated effort.

Such measures, notwithstanding, cost more cash than policymakers have generally been willing to focus on evaluation. What's more, while grumbling about testing is a public interest and negativity about evaluation, but regularly clueless, is on the ascent, getting policymakers to submit considerably more assets to it is a troublesome political test. Generous conveyance challenges likewise remain. Conveying these evaluations in a couple of settings, similar to the case today, is not really equivalent to conveying them at scale across a state particularly the bigger states. Since the greater part of these evaluations will be innovation based, most schools data innovation frameworks will require a significant overhaul. None of these evaluation challenges are difficult, yet tending to them will require purposeful consideration from policymakers and 21st century abilities defenders, just as a deviation from the way that policymaking is on today. Such an exertion is fundamental. Why mount a public exertion to change schooling on the off chance that you have no chance to get of knowing whether the change has been successful?

To finish up, I might want to say that, the purpose of our contention isn't to say that showing understudies how to think, cooperate better, or utilize new data all the more thoroughly is anything but a commendable and feasible objective. Or maybe, motivation behind my paper is an endeavor to demonstrate that, we look to point out the level of the test and to sound a note of alert among the alarms calling our political chiefs indeed to the rough reefs of past instruction change disappointments. Without better educational plan, better instructing, and better tests, the accentuation on "21st century abilities" will be a shallow one that will forfeit long haul gains for the presence of momentary advancement. Educational program, educator ability, and evaluation have all been powerless connections in past schooling change endeavors a reality that should calm the present abilities defenders as they study the undertaking of drastically improving every one of the three. Endeavors to make more formalized basic guidelines would help address a portion of the difficulties by centering endeavors a typical way. In any case, normal guidelines won't, without anyone else, be sufficient. The previous few years have seen extraordinary improvement in instruction change in the India progress that has particularly profited less-advantaged understudies. The present reformers can expand on that progress just on the off chance that they give sharp consideration to the difficulties related with truly improving educating and learning. On the off chance that we disregard these difficulties, the 21st century abilities development hazards turning into another craze that eventually changes close to nothing or far more atrocious, hampers the reason for making significantly more impressive schools for India understudies, particularly the individuals who are underserved today.

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