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## TWENTY-FIRST-CENTURY SKILLS IN ENGLISH EDUCATION

**Thumbe Kalpana Popat<sup>1</sup>, Dr.Devesh Mudgal<sup>2</sup>**

<sup>1</sup>Research Scholar, Sunrise University, Alwar, Rajasthan

<sup>2</sup>Research Supervisor, Sunrise University, Alwar, Rajasthan

### *ABSTRACT*

Philosophers and thinkers from socrates and plato down to dewey and Mahatama Gandhi have tried to define education in accordance with their own Philosophy of life. The main aim of the study is twenty first century skills in English education. To know about the development of life skills of students in the colleges, how the teachers and colleges conducted programmes of life skills. In the present research researcher concluded in short that there is a great need of development of life skills in student teacher (B.Ed). Government & University must be tried some programmes for the development of like skills.

**Keywords:** Socrates, Philosophers, Philosophy, Education.

### 1. INTRODUCTION

Philosophers and thinkers from socrates and plato down to dewey and Mahatama Gandhi have tried to define education in accordance with their own Philosophy of life. As they relate education to their own philosophy of life widely different definitions are emerged as a result of it. This is quite natural as the subject of education is not static. It deals with the ever growing and ever-changing society. The four fundamental data of education The educant, the influence of the environment the heredity and the time are dynamic. Man, or educand has passed through many stages in the process of evolution. consequently the process of his education has always been growing and changing.

The word education has a very wide connotation as it concern every individual in the society. A Biologist a merchant, a parent, a philosopher, a priest, a psychologist, a shopkeeper, a statesman, a teachers will give widely different meaning and definition of education lets look at some of the important definitions of education which would enable us to have a wider perspective of the term 'education'

- Education is any process, formal & informal that helps to develop potential of human beings, including their knowledge, capabilities, behavior patterns & values <sup>(1)</sup>
- John Dewey – “The development of all those activities in the individuals which will enable him to control his environment and fulfill his possibilities”<sup>(4)</sup>
- Dictionary of education – “Good education is the aggregate of all the process by which a person develops ability, attitudes and forms of behavior of practical value in the society in which he lives, the social process by which people are subjected to the influence of a selected and controlled environment (especially that of the school) so that they may obtain social competence and optimum individual development”<sup>(3)</sup>
- Pestalozzi – “Natural, harmonious and progressive development of innate powers”<sup>(8)</sup>
- M.K. Gandhi – “By education I mean an all round drawing out of the best in child and man body, mind & spirit”<sup>(2)</sup>
- The Indian education commission (1966) condenses the various views on education .

“Education according to Indian tradition is not merely a means to earn a living nor it is only a nursery of thought or school for citizenship. It is initiation into the life of spirit, a training of virtue . It is a second birth, ‘DvitiyamJanam’ education for liberation”

### **Derivation of the term “Education”**

1. Different educational theorists have given different derivation of the term “education”
2. According to some the word “education” has been derived from the latin word “educare” which means to rear to nourish and to bring up
3. According to others, the word “education” has been derived from the latin word “educare” which means to lead out
4. According to the first derivation education is something external to be imposed from outside

According to the second derivation education implies growth from within. This derivation is more acceptable to the modern educator than the first

Some other educationists believe that the term “education” is derived from the latin word “educatum” “EDUCATUM” means the act of teaching or training One school of thought believes that the word “education” has been derived from two different words “e” and “duco”; “e” meaning “Out of” and “duco” meaning to lead. Thus education means to draw out something and to put in something.

## 1.2 OBJECTIVE OF EDUCATION IN INDIA

Objective of education though having common goal of all round development child, educational aims in any country have varied with its social, economic & geographical condition. In recent past political system has been the dominating factor in determining the aims and ideal of education

Good aims are related to real situation of life. An Organised system of education must meet the real situations of a community. It must be in accordance with the physical & social needs of the community. The intrinsic needs and activities of the child are closely related to the needs of the community. A Child is not to be educated in vacuum. He is a member of community in which he lives and education must help him to become a useful member of that society of course, in the process of making him a useful member of the society, he should not be overburdened with “do’s” and “don’ts”.

### 1.2.1 Four objectives of Education

In our opinion, therefore no reform is more important or more urgent than to transform education to endeavour to relate it to the life needs and aspirations of the people & thereby make it powerful instrument of social economic and cultural transformation necessary for the realization of our national goals. This can be done if education

- is related to productivity
- Strengthens social and national integration consolidates democracy as a form of government and helps the country to adopt it as a way of life
- hastens the process of modernization and
- strives to build character by cultivating social, moral & Spiritual values

All these aspects are inter related and in the complex of process of social change we can not achieve even one without straining for all.

## 1.3 TEACHERS EDUCATION: EXPECTATIONS

The history of educational reforms in independent India started with the appointment of Radhakrishnan commission (1948) and Mudliar commission (1952) for Higher & Secondary educations respectively. A second effort towards such reform was the appointment of Kothari commission (1964). The practice of appointing commissions and committees and making changes in the educational field on the basis of their reports & recommendations, was substituted by the circulation of a document, ‘Challenges of education’ in 1985 and inviting a public debate on it. The national Policy on education- 1986 (NPE) was supposedly the end product of debate on education conducted inside and even outside the parliament of India

## 2. LITERATURE REVIEW

**Menggo, Sebastianus&Ndiung(2022)**Teachers, students, parents, and everyone else with a vested interest in the educational process in the twenty-first century should have a firm grasp of a set of indicators crucial to the field's current focus. Teachers of English should be supported in their efforts to incorporate the intended indicators of 21st-century competencies into preexisting educational resources via a needs analysis process. The results of a needs analysis provide practitioners with a useful tool for producing English resources that are tailored to the specific goals and learning requirements of their students. Hence, it follows that identifying students' requirements is an integral part of effective education. The study's goals are to provide light on the many sorts of student demands and learning styles in the context of developing English-language learning resources. Two English professors and 206 first-year students were interviewed for this research. A questionnaire was used to gather information, and an excel chart data series was used for analysis. Students' requirements were found to comprise necessities, lacks, and desires; learning needs were found to include input, procedure, environment, learner role, and lecturer role in the teaching-learning process. Students' goals and requirements have highlighted the need of creating English resources that improve 21st century education abilities. Materials taught in English should be updated to reflect the eleven 21st-century competencies most relevant to students' future success in the workforce.

**Paschal, Mahona&Gougou, Saman Ange Michel (2022)** The purpose of this research was to get insight into the lives of English instructors in the twenty-first century by analysing their use of 21st-century English Language Teaching (ELT) competencies. The efficacy of English as a Second Language (ESL) instruction faces several obstacles worldwide, including but not limited to those related to pedagogical approach, class size, technological integration, multilingualism, teaching resources, and opportunities of practises. As a result, there are certain contextual barriers to incorporating 21st-century abilities. This research looked at the perspectives of English language educators in the francophone nation of Ivory Coast in West Africa using a qualitative methodology and case study methodology. This case study adopts a constructivist stance to analyse the incorporation of 21st century pedagogical abilities in English language training (ELT) in the Ivorian setting via the lens of the semi-directive interview. In order to better comprehend the ELT experience in different settings, this research employed teacher educators from public schools, private schools, vocational and independent educational institutions as participants. The findings showed that 21st-century pedagogy is being adopted by educators, which has a beneficial effect on student motivation to study. Yet, the success of ELT is compromised by a wide variety of contextual difficulties and concerns. The research concluded that in order to effectively acquire language skills, all learners and stakeholders in the school system must adopt a communicative approach, and lifelong learning must be encouraged to give chances to update teaching and learning methodologies.

**Phan, Van & Linh, Nguyen & Nguyen, Khang (2022)** The purpose of this research was to identify crucial 21st-century employability abilities for EFL students in the Mekong Delta. The study's secondary objective was to compare and contrast employer and EFL student views on the most salient employability abilities. Junior and senior English as a Foreign Language (EFL) students at a university in the south of Vietnam, specialising in English Teaching and English Studies, were given a questionnaire for this research (English Interpreter). Both EFL students and business owners were interviewed simultaneously. The results demonstrated that both EFL students and employers place a premium on traits like self-assurance, openness to criticism, and effective body language. Employers and EFL students in the same professions have a common understanding of the sorts of employability abilities. Yet, there was a large discrepancy in how various companies valued various job-related talents. The findings also revealed that all EFL undergraduates had a strong awareness of the need of developing employability skills for their chosen careers.

**Gonzalez, Laura & Ramírez-Montoya, María-Soledad (2022)** Guaranteeing inclusive, egalitarian, and quality education and promoting lifelong learning opportunities for everyone while minimising the negative effects of COVID-19 and the key post-pandemic societal concerns requires flexible educational approaches to build skills to meet the expectations of Industry 4.0. This article examines the ways in which Education 4.0 has been accounted for in 21st century skills frameworks, as well as the teaching and learning strategies and key stakeholders that have been affected. We conducted an SLR guided by research questions to showcase studies addressing global 21st century frameworks; our goal was to determine which pedagogical approaches to learning and assessment incorporate 4.0 components; the learning dimensions of these approaches; and the stakeholders for whom these approaches were designed. Based on the results, we were able to identify areas where 21st century skills frameworks lacking the necessary Education 4.0 elements for future skill development might be expanded or revamped. Based on our findings, it is clear that these structures are not in place for educators and educational institutions. Most focus on students, fostering growth in key areas like character, meta-learning, and the integration of active learning into the classroom. Using cutting-edge research methods and the foundational tenets of Education 4.0, this volume provides case studies that put these concepts into reality. Finally, it considers how educational approaches might foster complex-reasoning skills and auto-systemic thinking to better facilitate problem-solving and respond to societal requirements.

**Chen, Dandan (2021)** Frameworks to construct "21st-century skills" in education and the workforce have flourished in the first two decades of the 21st century. The current frameworks on "21st-century skills" are distinct from each other, and this has led to a lack of clarity regarding what we mean when we use the word. This study aimed to address the following research question by a systematic review, drawing on 471 previously published articles published between 2000 and 2017 on "21st-century talents," found from six research databases. Specifically, what competencies had been identified as "21st-century abilities" in the preexisting

body of educational research? It became clear, after reviewing this material, that there are seven distinct areas of expertise. A short discussion of implications and suggestions for future study on how adaptive learning and adaptive testing in the twenty-first century might improve educational and career advising concludes this presentation.

### 3. METHODOLOGY

To know about the development of life skills of students in the colleges, how the teachers and colleges conducted programmes of life skills To find out all these information the present research is used For this research data collected by survey method. So the researcher can get the information condition old and new views about development of life skills. Researcher realize the role about teachers, colleges, principals, and student teachers. Needs and importance of life skills in the syllabus and daily routine life. Activities related to life skills.

“A descriptive survey describes and interprets what is? It is concerned with condition or relationship that exist, opinions that are held, processes that are going on: effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.”

### 4. RESULTS

Data was collected with the help of above tools. Data was divided and interpreted and analyzed with the help of that conclusion also mentioned. In the present chapter Analysis, interpretation and conclusion of data mentioned.

**Do you know the twenty – first century life skills?**

<b>Not at all</b>	<b>Little</b>	<b>Lot of</b>
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**Table 4. 1 Knowledge about twenty first century skills.**

<b>Sr.No.</b>	<b>Details</b>	<b>No. of Respondent</b>	<b>Percentage</b>
01.	Not at all	06	2.26%
02.	Little	155	58.49%
03.	Lot of	104	39.24%
	<b>Total =</b>	<b>265</b>	<b>100%</b>

**Interpretation:**

6 respondents have not knowledge of twenty first century life skills. Hence they are 2.26% students.

155 respondent have little knowledge about twenty – first century life skills. Hence they are 58.49%.

104 respondent have lot of knowledge about twenty – first century life skills. Hence they are 39.24%.

**Q.2) Are the teachers teaching life skills while teaching their subjects in the classroom?**

<b>Yes</b>	<b>No</b>
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**Table 4. 2 Teachers teaching life skills while teaching in the classroom.**

<b>Sr.No.</b>	<b>Details</b>	<b>No. of Respondent</b>	<b>Percentage</b>
01.	Yes	260	98.11%
02.	No	05	1.88%
<b>Total =</b>		<b>265</b>	<b>100%</b>

**Interpretation:-**

1. 260 respondents said that teacher were teaching life skills while teaching in the classroom. Means the percentage 98.11%.

2. respondents said that teachers were not teaching life skills while teaching in the classroom. Means they are 1.88%

**Q.3) Do the teachers or others give information about life skills?**

<b>Yes</b>	<b>No</b>
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**Table 4.3 Sources of information about life skills.**

<b>Sr.No.</b>	<b>Details</b>	<b>No. of Respondent</b>	<b>Percentage</b>
01.	Yes	223	84.15%
02.	No	42	15.84%
<b>Total =</b>		<b>265</b>	<b>100%</b>

**Interpretation:-**

1. 223 respondent's means 84.15% respondents said that teachers or other give information about life skills.
2. 42 means 15.84% respondents said that they did not get information about life skills from teachers or others.

**Q.4) Do the teachers give extra time for developing life skills?**

<b>Yes</b>	<b>No</b>
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**Table 4.4 Giving extra time for developing life skills.**

<b>Sr.No.</b>	<b>Details</b>	<b>No. of Respondent</b>	<b>Percentage</b>
01.	Yes	189	71.32%
02.	No	76	28.67%
<b>Total =</b>		<b>265</b>	<b>100%</b>



## Interpretation

1. 189 respondent's means 71.32% respondents said that teachers gave extra time for developing life skills.
2. 76 means 28.67% respondents said that teachers did not give extra time for developing life skills.

### Q.5) Do you get benefit of learning life skill in your subjects?

No	Little	Lot of

Table –(4) – Title – Benefit of learning life skills in their subjects.

Table 4.5 Benefit of learning life skills in their subjects.

Sr.No.	Details	No. of Respondent	Percentage
01.	No	02	0.75%
02.	Little	85	32.07%
03.	Lot of	178	67.16%
<b>Total =</b>		<b>265</b>	<b>100%</b>

## Interpretation:-

1. 2 means 0.75% respondents said that they did not get benefit of learning life skills in their subjects.
2. 85 means 32.07% respondents said that they get little benefit of learning life skills in their subjects.
3. 178 means 67.16% respondents said that they get lot of benefit of learning life skills in their subjects.

### Q.6) Will you become a perfect person through the present college of education only?

Table 4.6 Student become perfect person through college education only.

Sr.No.	Details	No. of Respondent	Percentage
01.	Yes	134	50.56%
02.	No	131	49.43%
<b>Total =</b>		<b>265</b>	<b>100%</b>

**Interpretation:-**

1. 134 respondent's means 50.56% respondents said that they will become a perfect person through the college of education
2. 131 means 49.43% respondents said that they will not become a perfect person through the college of education.

**Q.7) From where you can get information about life skills?**

**Table – (5)**

**Table 4.7 Respondent got information from newspaper**

<b>Sr.No.</b>	<b>Newspaper</b>	<b>20%</b>	<b>21 to 40%</b>	<b>41 to 60%</b>	<b>61 to 80%</b>	<b>81 to 100%</b>	<b>Total</b>
01.	No. of respondents	52	55	66	77	15	265
02.	Percentage	19.62	20.75	24.90	29.05	5.66	100%

**\* Interpretation:-**

1. 52 means 19.62% respondents said that they got only 20% information about life skills from newspapers.
2. 55 means 20.75% of respondents got 21 to 40% information about life skills from the newspapers.
3. 66 means 24.90% respondents got 41 to 60% information about life skills from the newspapers.
4. 77 means 29.05% respondents got 61 to 80% information about life skills from the newspapers.
5. 15 means 5.66% respondents got 81 to 100% information about life skills from the newspapers.
5. 15 means 5.66% respondents got 81 to 100% information about life skills from the newspapers.

**Table 4.8 Respondent got information from television**

<b>Sr.No.</b>	<b>Television</b>	<b>20%</b>	<b>21 to 40%</b>	<b>41 to 60%</b>	<b>61 to 80%</b>	<b>81 to 100%</b>	<b>Total</b>
01.	No. of respondents	23	41	66	91	44	265
02.	Percentage	8.67	15.47	24.90	34.33	16.60	100%

**\* Interpretation:-**

1. 23 means 8.67% respondents got only 20% information about life skills from television.
2. 41 means 15.47% respondents got 21 to 40% information from television
3. 66 means 24.90% respondents got 41 to 60% information from television.
4. 91 means 34.33% respondents got 61 to 80% information about life skills from television.
5. 44 means 16.60% respondents got 81 to 100% information from television about life skills.

**Table 4.9 Respondent got information about life skills from Internet**

<b>Sr.No.</b>	<b>Internet</b>	<b>20%</b>	<b>21 to 40%</b>	<b>41 to 60%</b>	<b>61 to 80%</b>	<b>81 to 100%</b>	<b>Total</b>
01.	No. of respondents	20	25	46	92	82	265
02.	Percentage	7.54%	9.43%	17.35%	34.71%	30.94%	100%

**Interpretation:-**

1. 20 means 7.54% respondents got only 20% information from Internet about life skills.
2. 25 means 9.43% respondents got 21 to 40% information from Internet.
3. 46 means 17.35% respondents got 41 to 60% information from Internet.
4. 92 means 34.71% respondents got 61 to 80% information from Internet.
5. 82 means 30.94% respondents got 81 to 100% information from Internet about life skills.

## 5. CONCLUSION

In the present research researcher concluded in short that there is a great need of development of life skills in student teacher (B.Ed). Government & University must be tried some programmes for the development of like skills.

For the all-round development of student there is great need to understand life skill programme in B.Ed students. So, they try their level best for development of students without participation of student, teachers, principals we cannot develop the personality of students. At last researcher concluded that there is great importance of life skill development.

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