

A STUDY OF AWARENESS AMONG SECONDARY TEACHERS TO 21ST CENTURY SKILLS FOR SUSTAINABLE DEVELOPMENT

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Abstract:

Research Question:

- * How many teachers are aware towards the 21st century skills?*
- * To find the extend of 21st century skills for Sustainable development?*

Objectives:

- 1) To investigate the awareness of 21st century skills for Sustainable Development.*
- 2) To assess the awareness of 21st century skills for Sustainable Development.*
- 3) To study the need of 21st century skills development*

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Introduction:

India will have the highest population of young people in the world over next decade. Our ability to provide high quality educational opportunities to them will determine the future of our country. Education is the fundamental for achieving full human potential, developing an equitable society and promoting national development.

The global education development agenda reflected in the goal 4 (SDG 4) of the 2030 Agenda for Sustainable development, adopted by India in 2015- seek to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.

The world is undergoing rapid changes in the knowledge landscape. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity and integrity into the system. The aim of education will not only be cognitive development, but also building character and creating holistic and well –rounded individuals equipped with the key of 21st century skills.

21st Century skills are 12 abilities that today's students need to succeed in their careers during the Information Age.

The twelve 21st Century skills are:

1. Critical thinking
2. Creativity
3. Collaboration
4. Communication

5. Information literacy
6. Media literacy
7. Technology literacy
8. Flexibility
9. Leadership
10. Initiative
11. Productivity
12. Social skills

These skills are intended to help students keep up with the lightning-pace of today's modern markets. Each skill is unique in how it helps students, but they all have one quality in common.

The Three 21st Century Skill Categories:

Each 21st Century skill is broken into one of three categories:

1. Learning skills
2. Literacy skills
3. Life skills

Learning skills (the four C's) teaches students about the mental processes required to adapt and improve upon a modern work environment. **Literacy skills (IMT)** focuses on how students can discern facts, publishing outlets, and the technology behind them. There's a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet. **Life skills (FLIPS)** take a look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities.

Category 1. Learning Skills (The Four C's)

The four C's are by far the most popular 21st Century skills. These skills are also called **learning skills**. More educators know about these skills because they're universal needs for any career. They also vary in terms of importance, depending on an individual's career aspirations.

The 4 C's of 21st Century Skills are:

- **Critical thinking:** Finding solutions to problems
- **Creativity:** Thinking outside the box
- **Collaboration:** Working with others
- **Communication:** Talking to others

In critical thinking is essential to improvement. It's the mechanism that weeds out problems and replaces them with fruitful endeavours. Creativity is equally important as a means of adaptation. This skill empowers students to see concepts in a different light, which leads to innovation. In any field, innovation is key to the adaptability and overall success of a company. Collaboration means getting students to work together, achieve compromises, and get the best possible results from solving a problem. Collaboration may be the most difficult concept in the four C's.

Communication is a requirement for any company to maintain profitability. It's crucial for students to learn how to effectively convey ideas among different personality types. That has the potential to eliminate confusion in a workplace, which makes your students valuable parts of their teams, departments, and companies. Effective communication is also one of the most underrated soft skills in the United States. For many, it's viewed as a "given," and some companies may even take good communication for granted. But when employees communicate poorly, whole projects fall apart. No one can clearly see the objectives they want to achieve. No one can take responsibility because nobody's claimed it. Without understanding proper communication, students in the 21st Century will lack a pivotal skill to progress their careers. But the four C's are only the beginning. 21st Century skills also require students to understand the information that's around them.

Category 2. Literacy Skills (IMT)

Literacy skills are the next category of 21st Century skills.

They're sometimes called IMT skills, and they're each concerned with a different element in digital comprehension. **The three 21st Century literacy skills are:**

- **Information literacy:** Understanding facts, figures, statistics and data
- **Media literacy:** **It helps students understand facts, especially data points, that they'll encounter online.** In an age of chronic misinformation, finding truth online has become a job all on its own. It's crucial that students can identify honesty on their own. Otherwise, they can fall prey to myths, misconceptions, and outright lies. **Media literacy is the practice of identifying publishing methods, outlets, and sources while distinguishing between the ones that are credible.** Last, **technology literacy goes another step further to teach students about the machines involved in the Information Age.**
- **Technology literacy:** As computers, cloud programming, and mobile devices become more important to the world, the world needs more people to understand those concepts. Technology literacy gives students the basic information they need to understand what gadgets perform what tasks and why. This understanding removes the intimidating feeling that technology tends to have. After all, if you don't understand how technology works, it might as well be magic. But technology literacy unmasks the high-powered tools that run today's world. As a result, students can adapt to the world more effectively. They can play an important role in its evolution. But to truly round out a student's 21st Century skills, they need to learn from a third category.

Category 3. Life Skills (FLIPS)

Life skills is the final category. Also called FLIPS, these skills all pertain to someone's personal life, but they also bleed into professional settings.

The five 21st Century life skills are:

- **Flexibility:** Deviating from plans as needed
- **Leadership:** Motivating a team to accomplish a goal
- **Initiative:** Starting projects, strategies, and plans on one's own
- **Productivity:** Maintaining efficiency in an age of distractions

- **Social skills:** Meeting and networking with others for mutual benefit

Flexibility is the expression of someone's ability to adapt to changing circumstances.

This is one of the most challenging qualities to learn for students because it's based on two uncomfortable ideas: Flexibility requires them to show humility and accept that they'll always have a lot to learn — even when they're experienced. Still, flexibility is crucial to a student's long-term success in a career. Knowing when to change, how to change, and how to react *to* change is a skill that'll pay dividends for someone's entire life. **Leadership is someone's penchant for setting goals, walking a team through the steps required, and achieving those goals collaboratively.**

Whether someone's a seasoned entrepreneur or a fresh hire just starting their careers, leadership applies to career. Then, those entry-level employees can apply their leadership skills when they're promoted to middle management (or the equivalent). This is where 21st Century skill learners can apply the previous skills they've learned. It's also where they get the real-world experience they need to lead entire companies. As they lead individual departments, they can learn the ins and outs of their specific careers. That gives ambitious students the expertise they need to grow professionally and lead whole corporations.

True success also requires initiative, requiring students to be self-starters.

Initiative only comes naturally to a handful of people. As a result, students need to learn it to fully succeed. This is one of the hardest skills to learn and practice. Initiative often means working on projects outside of regular working hours. The rewards for students with extreme initiative vary from person to person. Sometimes they're good grades. Other times they're new business ventures. Regardless, initiative is an attribute that earns rewards. It's especially indicative of someone's character in terms of work ethic and professional progress. That goes double when initiative is practiced with qualities like flexibility and leadership.

Along with initiative, 21st Century skills require students to learn about productivity. That's a student's ability to complete work in an appropriate amount of time.

By understanding productivity strategies at every level, students discover the ways in which they work best while gaining an appreciation for how *others* work as well. That equips them with the practical means to carry out the ideas they determine through flexibility, leadership, and initiative. Still, there's one last skill that ties all other 21st Century skills together. **Social skills are crucial to the ongoing success of a professional.** Business is frequently done through the connections one person makes with others around them.

This concept of networking is more active in some industries than others, but proper social skills are excellent tools for forging long-lasting relationships. While these may have been implied in past generations, the rise of social media and instant communications have changed the nature of human interaction. As a result, today's students possess a wide range of social skills. Some are more socially adept than others. Some are far behind their peers. And some lucky few may be far ahead, as socializing comes naturally to them. But most students need a crash course in social skills at least. Etiquette, manners, politeness, and small talk still play major roles in today's world. That means some students need to learn them in an educational setting instead of a social setting. For them, it's another skill to add to their lives.

What's the Demand for 21st Century Skills?

While 21st Century skills have always been important, they've become essential in a worldwide market that moves faster by the day. **Someone's ability to enact and / or adapt to change.** This is because any industry is capable of changing at a moment's notice. Any professions are now regularly disrupted with new ideas and methodologies. Those industries that haven't been disrupted aren't immune though. They just haven't been disrupted yet. With that in mind, the world has entered an era where nothing is guaranteed. As a result, students need to learn to guide the change that'll inundate their lives. That's why many teachers like you are incorporating the 21st Century Skills Assessment into their career readiness courses. With 21st Century skills, your students will have the adaptive qualities they need to keep up with a business environment that's constantly evolving.

How Do You Teach 21st Century Skills?

Now you know what 21st Century skills are and why employers want new hires to have them. So how do you teach them in your daily classes? Before getting into the details, it's important to identify who should teach 21st Century skills. While these skills can be taught at any grade level, we find its most important to teach 21st Century skills in middle or early high school. This is the time when your students need to hone their career readiness skills before they enter the workforce!

Methodology

The present study is concerned with the secondary teachers which includes all subjects. In the present study, the investigators followed a descriptive survey method. A total of 15 teachers was taken incidentally as a sample of the study.

For accomplishing the formulated objectives, the researcher developed a self-constructed five-point Rating scale and a semi- structured questionnaire, having both open-ended and close ended questions to accumulate the responses from the target group.

Interpretation

Literacy skills (Information, Media, Technology) competencies of teacher have been a matter of discussion. After Covid teacher's awareness about the Information related to subject content increased. Similarly, 53.8% teachers are taking more help of media in the teaching learning process such as data base, documentary, films websites etc.. Due to online classes during the pandemic period student as well as teachers are try to use more technology in education in urban area. 69.2% teachers help the learners appreciate literature and other creative expressions of information. Teachers rarely gives time for the collection of relevant information and perspectives to inform thoughts, action or beliefs of student. 61.5% teachers encourage collaborative learning in order to participate effectively and generate valuable information. 61.5 % teachers evaluate the resources and the available information. Only 14% teachers able to identify the information skill in the teaching learning process. Only 38.5 % teachers always link the content knowledge of the subject with sustainable development. 38.5% teachers believe that it is always possible the sustainable Development with the content .46.2% teachers believe that curriculum gives opportunity to develop information literacy skill in learner. Only 30% teachers access resources for planning instruction and ideas in classroom teaching. 57.1% teachers believe that if we use

technology and information by using technology information skill of student will increase. Teachers are aware of sustainable development and always try to inculcate goals through their subject.

However, when it comes to the practical aspect of uses of technology and media teachers must be prepared and trained accordingly. Teachers need to share e-content, Learning material etc. with the help of media and technology.

Recommendation:

Based on the current result researcher recommend the following suggestions:

1. All the teachers should get proper and advance training of the educational technology.
2. More involvement of media in education is needed as it is very effective and more easy way to reach young generation.
3. Each and every lesson of the subject should connect with the goals of sustainable development and this will help to increase awareness among the youngsters.
4. Teacher training institute also include the sustainable development goals through each and every subject method.

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