

## **Perspectives of 21st Century Education with 3 Es**

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### **Introduction:**

The first decade of 21<sup>st</sup> century has witnessed alarming development in Technology and particularly in computer as well as mobile there seems to be revolutionary changes and therefore, people generally started calling 21<sup>st</sup> century as the 'Age of Technology'. Can we satisfy ourselves with technological development? The answer is certainly a known 'No'. Well! What else could we include? The one and only the single most important component is Human development in a realistic approach. Every country is concerned with significant improvement in educational system. Consistent research also proved that the single most determinant of quality of pedagogy is student outcome.

### **21<sup>st</sup> Century Education:**

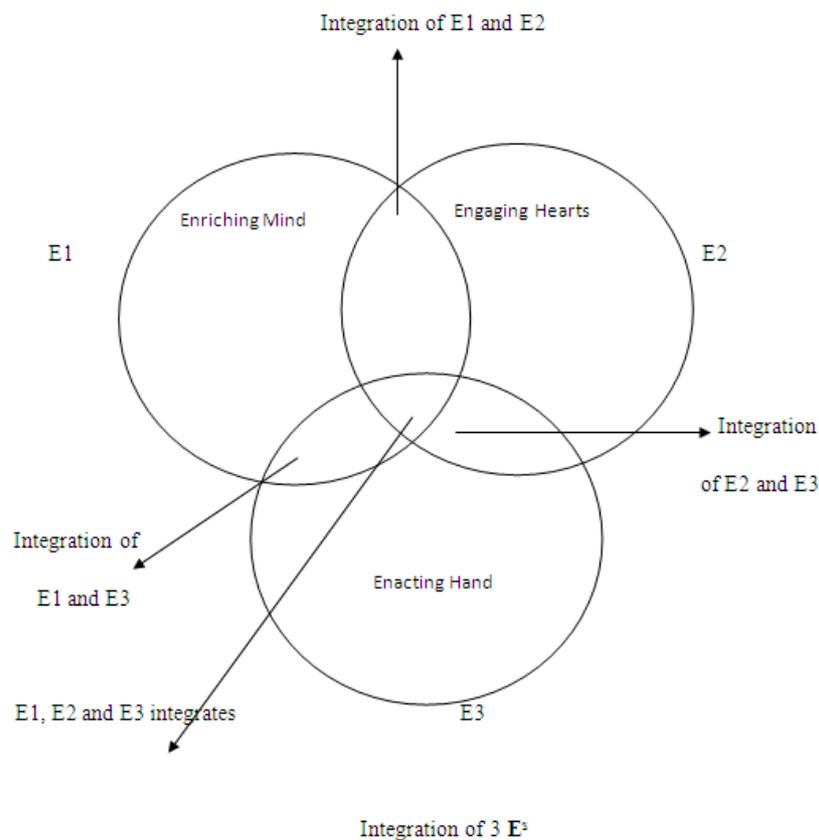
The following would enable the Pedagogue to not only draw the attention but also enrich the Pedagogical system approach. With the help of software technology Pedagogue can easily create eye-catching presentations to allure students to have more attention. Demonstrating of ideas through abstract words and still pictures can be replaced with the electronic visuals as an effective medium by incorporating multimedia into a lesson. The availability of information to the individual learner has increased because of seemingly limitless library information through www. Now the job of learners is to use information rather than collecting of facts. There is no restriction with regard to use of information available on the web, provided the users know how to find the right kind of information from which site. Now, the students of 21<sup>st</sup> century can browse, choose, analyze and synthesize all sort of information which had ever before been considered as not possible at the most not to this extent.

There seems to be very clear cut message to the Pedagogue that their role of supplying knowledge has changed from earlier level to facilitators of knowledge rather navigators even. The changing needs of students' are firmly fulfilled by the significant part of online technology in transforming and extending the vibrant learning environment in the 21<sup>st</sup> century education with astounding slogans like anytime anywhere anybody.

**3 E<sup>s</sup>:**

What are 3 E<sup>s</sup>? First 'E' stands for Enriching Mind, second 'E' stands for Engaging Hearts and third 'E' stands for Enacting Hand. These three E<sup>s</sup> should have perfect coordination in order to fulfill the dreams of the young world and navigate through 21<sup>st</sup> century. No doubt that one fourth of most valuable time in a day is spent by the young generation with the Pedagogue. The Pedagogue should capitalize most time for enriching young minds, engaging young hearts and enacting hand. The road before the pedagogue is very wide and of never ending obligations from various corners of the society but yet the pedagogue can rededicate to the profession for the most responsible challenging human development process.

Meaningful education can be attained only through these three E<sup>s</sup> integration. When we develop individually E1, E2 and E3 the meaningful development of education would not take place with any individual. In real life we can come across people with missing features of meaningful education. A person may be having enriched mind because of voracious reading of written and printed materials of various books, journals, news papers, magazines etc. but if he doesn't indulge with engaging hearts and enacting hand, it becomes useless. There exists a verse on this concept that is '*Let a man learn thoroughly whatever he may learn, and let his conduct be worthy of his learning*'. Well, Enriching Hearts without rest of the two also useless. The moment the pedagogy entertains the young hearts of the students with unwantedly humorous wits and jokes, the student will definitely enjoy but nothing will be retained in the minds. Here, the students are passive listeners and no practical approach of enacting hands. On the other hand, if pedagogue gives enormous hands on practice in the classroom to the taught and fails to engage the hearts as well as to enrich the minds will have negative impact. Therefore, the integration of all three becomes mandatory in the present scenario. The diagram shows that intersection of 3 E<sup>s</sup> of three areas is the real effective pedagogy of learning.



**E1 and E2 integration:**

Integration of E1 and E2 tells us that both enriching mind and engaging hearts makes the perfect learning. This means cognitive and affective domains are the causative factor of meaningful learning. In this integration learner learns with involvement of heart and mind. Here, the learner acquires knowledge without practice.

**E1 and E3 integration:**

Integration of E1 and E3 indicates that enriching mind with enacting hands. Learner learns with practical approach. This means cognitive learning is supported by the psychomotor domain. In this integration, we can see the mechanical nature of learning without a feel or interest.

**E1, E2 and E3 integration:**

Integration of E1, E2 and E3 reveals that enriching mind with engaging hearts as well as enacting of hands. In this integration learning is supported by all the three domains via cognitive, affective and psychomotor components. Meaningful learning is guaranteed when all three synchronizes with perfect coordination.

**Enriching Minds:**

There seems to be a great discussion among the pedagogues on how to enrich the minds of young. In the phase of digital era, it is not enough to enrich the minds with only chalk and talk. The paradigm of multimode textual message and multimode literacy has received unique place in the pedagogical system. As part of the three strands of Language, literacy, literature in any verbal communication as a general capability, these definitely encourage students in listening, reading, viewing, speaking, writing and creating oral, print, visual and digital text when used across the curriculum. Multimode refers to the deliberate attempt to use two or more communication modes to make meaning and can include the linguistic, visual, audio, gestural and spatial elements.

Why multimode? If one mode doesn't draw the attention of learning sense another mode at least. It goes without saying that multimode have power to draw the attention of learning senses. Enriching of minds is immensely possible when sense organs are activated. Sense organs are easily attracted by the intensity of sound, light, colour, size, movement, etc.

On the top of all, need drive encompasses to grasp as much as possible than any other mode. It is necessary that Pedagogue should artificially create a need drive among the students to enrich minds of young at desired level. The need which has been responded immediately and supported by reinforcement will definitely fetch the expected results.

**Engaging Hearts:**

While enriching mind, it is essential to engage hearts of young. Meaningful education is guaranteed when enriching mind is adequately supported by the engaging hearts. Children are exposed to many external events, happenings and changes. The impact of those things revolves around the mind even they come to the controlled environment. Certain things may be very interesting and certain may not be, but the Pedagogue can easily tap those interesting things for the benefit of developing knowledge.

Assessing the needs of the taught is foremost important for the Pedagogue in deciding the degree of engaging hearts of the young. Degree of engaging hearts is determined by the enriching mind. There exists a close association between these two. If heart is engaged without enriching minds, the meaningful learning won't take place.

**How to Engage the Hearts?**

Engaging of Hearts differ Pedagogue to Pedagogue. Some makes the Pedagogy interesting by adopting appropriate methodology with systemic approach. Others may adopt different approach by using the environmental prevalence. There is no universal principle to state categorically the right kind of approach. Presence of mind and enriched knowledge of the subject will make the pedagogy most interesting. Engaging hearts is nothing but affective domain stated by the B.S.Bloom. It is concerned with feelings and attitude of the students as a result of instruction. But affective learning cannot be separated from the cognitive learning which means both are inseparable.

Each one of the affective learning is more abstract and complex. Receiving, Responding, Valuing, Organization and Characterization are classification given in affective domain. Usually, interesting things are easily received and responded. If hearts of the young are engaged adequately the meaningful learning is ensured.

**Enacting Hands:**

The perfect learning is rewarded when enacting hands gets prominent place in learning. All the sense organs are induced because of enacting hands on anything. Enacting hands doesn't mean only hands on practice alone. While hands on practice is in force senses are activated and attracted towards the object with which handled. Here, it is necessary to recapitulate the quotes of 'Confucius', "*Tell me and I will forget; Show me and I will remember; Involve me and I will understand*". Involvement of learner is adequately employed in enacting hands. In the process of learning comprehending of any concept last for long; enacting hands does the miracle of comprehending of any learning concepts at optimum level.

**Secret of success in Pedagogy:**

Pedagogue could succeed in Pedagogy only when Pedagogue strikes an emotional as well as mental link with the students. Collective efforts of our educationists, philanthropist, socialists and experts of past and present have enabled us to achieve certain standards in an educational system. Indeed, the Pedagogue's good work of every day enables every child who passes through the hands of Pedagogue realizes hopes and dreams.

Society and the nation will become victim of problems if the Pedagogue fails to discharge his/her professional assignments honestly and meticulously in the most efficient manner to the fast changing requirement of the society.

**Conclusion:**

The durability and longitivity of life of an individual is largely determined the meaningful learning at the student's life. Fifteen to twenty years of learning at different level definitely a contributing factor in shaping the life of an individual. If at all education is aiming at making of a complete man therefore time has come to ask ourselves that what we need is to live compassionately, peacefully and responsibly on the earth for that the education should perpetrate and perpetuate. In the Digital era obtaining knowledge through formal or informal mode alone cannot fulfill the requirement for the career life. Updating of everything is mandatory in order to endure the life. Confidence, Managing Digital information, Usability for career development, sharing with competent and transforming for sustainability facilitate real human development.

