Existing Education scenario – Stakeholders' Perspectives

Prologue

This attempt is made to portray the existing education scenario and to highlight the options to provide education for the beneficiaries, to promote them as self competitive progressive individuals. Web media provide ample opportunities that facilitates the tasks of faculty and students in a truly sharing environment, when implemented on global scale, will focus them with responsibility to the purpose for the veracity and charisma it provides to every individual to achieve, get connected to the environment. Hence web education has been put forth as the global media for integration and collaboration. Education must be understood as the self reforming process where nothing can be taught, but shown to the perspirations of the receiver, no one can be made to the expectations but are to be involved by voluntary aspirations in their own growth, and it should work from 'what is' to

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Education should offer multiple intelligence to everyone, make self sustained and confident to feel unique and special in the making of mankind
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that 'what should be' as the preferred future. The information is infinite and the interpretations are to innumerable combinations with experience and that education is a man making process and not to produce tuned robot to do for what it is designed. The objective here is to share the general perspectives of all stake holders which need to be paid attention in designing the future curriculum.

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Existing Education Scenario – Stakeholders' Perspective

Introduction

Majority of the education in the nineteenth century are just the follow up of those in late eighteenth century which had been framed for producing working professionals and citizens to serve the governance by a pre structured education programme simply to meet the purpose. It emphasises reductionism, specific to a particular topic, linear thinking and positivism (authentic, scientific knowledge) that makes it very difficult for learners to find meaning, relevance and value in education and life.

The overall development after the middle of twentieth century till today is to combat the consequences of World War I and II that it

mainly focussed on economic and social development only, in a mechanised trend and education is structured to provide individuals with professional competency to meet economic needs. The components of education are not balanced to fill the soul of the learners till this time and hence the materialistic progression leading to the fear of third world war predictions.

The same pattern of education is continuing till this time with very little or no alterations in the beginning of twenty first century too, though measures have been taken by nations world wide, to reform the societies and individuals to meet the global demands and get fixed in the global community. With the education system unable to cope up with the changing attitude and inquisitiveness of the learners, the result is often poor attendance, lack of motivation, lack of participation and poor behaviour and drop outs - all of which make achieving complete literacy practically impossible.

As of statistics from UNESCO, Basic education should be extended, worldwide, to the 900 million illiterate adults, 130 million children who not enrolled in school, and more than 100 million children who drop out prematurely from school. The extension of

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education will happen simply not by inclusion and expansion but by promoting interest through various media tools to inculcate voluntary education and meeting their immediate demand which prevent them from attending schools.

The conventional education paradigm did not provide much significance to human development that the ethics, morale and values are to the responsibility of society and individual that it is unfortunate to note the negative emotions, formal cooperation building up cold wars. Advances in technology provide a lot many freedoms to the population in communication and reach beyond the boundaries that globalisation is unavoidable and preparing the future generation with a global view is put forth with the prime concern. Policy makers ought to make the living peaceful with the feeling of oneness, the transformation from inventing the world for life as such, through accepting the world as it is for survival, to creating the world to live in with every quality supporting humanity.

This can be achieved only through integrating education to real life situations; hence education must be taken beyond the walls of curriculum too, as an integrated component into living. Considering all

these, the education paradigms for the twenty first century must provide education for the individual to impart knowledge, to lead peaceful living with self sustenance and to build complimenting community world wide, to reach excellence in every aspect of life.

Many communities, states and countries around the world are currently examining their education systems to see how they might change to meet their own needs too in the 21st century. They have to seek an education system that is for global perspective of making the wholeness of every one to view the global issues for the global community as the information technology and communication networks have made the world shrunk to global village.

The stance and basic principles of every nation must be reformed and designed to the future that they contributes to global growth and healthy population, looks into offering peaceful living to every individual and lead a symbiosis to protect the resources and natural wealth as the property of the globe within their regime, to promote equity and equality in using and conserving them. The education of twenty first century must be to integrate the segmented potentials of individual, group, community and region to add to global prosperity,

leaving the distinctions, narrow approaches, comparison and competition that would result in egoistic clashes.

Students, teachers and the wider community are expressing concerns about shortcomings of current education systems and expectations that will benefit them at most to rise up to wider views filling the soul of individual to emerge as global community.

Students' Perspectives

Not all students are fully engaged in the current curricula. Too many students drop out, absent or don't participate. Current education systems do not satisfy student needs for meaning, wholeness and fulfilment. The authoritarian mode to execute control and collective focus on majority prevailing in learning environment fold them to be hailed as masses without nourishing the individual quality, unique potential of every one. The competition, grade and ranking with assessment by marks make them to be pressurised always that they take short cuts to come up giving up their innate values.

They were trained to be engaged always mostly without their interest that they use their beta state of mind only which reacts well

for scientific thoughts and needless to say it supports many times the self oriented approach to maintain one's own views that all tools of discussion, argument and sharing forms the platform to build rivalry, differences and hence distinction furthering the cracks to clashes, much against the motive to mend. It was a proven fact that there are knowledge sources beyond the discrete science and mathematics, yet make the life purposeful as the interaction of human brain with life situations is numerous and ever evolving making the scope to define and experience.

It must be accepted that learning pattern of children depends on the genera they form as baby boomers, x, y, z generations, each of them have their own traits and behaviour in perception that education need to be modified to feed them what they want to make them completely informed and give time to mould themselves as a perfect human being to value human dignity. But almost all education system right from the beginning have been formed for the society and governance by taking the students as objects and not subjects whose individual reformation to benefit the society by their contribution is least bothered.

It is to be noted that voluntary contributions with focussed minds always excels fulfilling the expectations. The z generations who are into education now are from parents of internet generations that they are much advanced and can handle numerous information at a time that education need to be enhanced a level up giving way for much analysis and interpretation. They don't like to perceive things biographically. They want to get convinced of what all they face and most of them are the single child of the parents who want to take the lead in perceiving information that they don't need lectures, but self learning and consequent sharing and want to get informed from every one and every situation they come across that they wish the faculty to play a better role to give personal attention, than mere presenters of facts to a mass.

Their admiration to their parents make them to have one of them to be the role model and wish to see their resemblance in the faculty that they need to get reformed to be passionate, caring in sharing. Each student wants them to be treated as unique for their potentials and fails to come up by comparison. Those days have gone to get provoked positively for comparison and for which the system of recognition through awards, prizes and rewards were brought into the

system. Right from the beginning it went with the negative output only as giving up folding their might, giving way for the performing to move without competition depriving their potentials, engaged in pull downs and mounting corrosive emotions, which spoils the harmony that extends even to adult stage later on, which is the reason for social calamities. The emptiness experienced out of criticisms and comparison gets reflected in every part of life that deprives the overall output and turns out to be negative too if the intensity exceeds the bearing capacity of the individual. When one gets award or reward, it is for his expertise and that doesn't mean others are average. They can always excel at any time and win the race as it is to themselves and not with others.

Teachers' perspective

Education being life long learning process, the teachers in the pressurised practical being of existence and surveillance fail to upgrade themselves and do not cope up with the queries of young generation that they instead of taking tools to mobilise students' interest, go taking authoritativeness with evaluation task in hand which make the students hate education and they finally deviate from purpose of refinement though they give qualification to meet economic

imperatives of the student. Lack of repute, fatigue due to monotony make the teachers loose interest in teaching too but they stick to it for survival. Opportunities are less to perform versatile capabilities as the system makes them stick to the same subject years together and exert similar type of jobs in the academia.

Though there are many schemes for the teachers, including the short term programmes, workshops and sabbatical leave to enhance their academic pursuits they are not allowed to avail the same where they have no restrictions to avail medical, casual and earned leaves. The reason behind is explicit that enhancement of academic pursuits do not derive encouragement from the higher officials for they wish to have authority over the faculty. They, for the lack of involvement and interest of the students who enter into many activities of academic cheating as giving proxy, plagiarism, using advanced technologies to enter into mischievous, visit the classes only physically to meet attendance criteria and the faculty simply engage the class without interaction.

The system of autonomy forces them to be liberal to produce maximum percentage of results that they enter into liberal evaluation

that in turn deprives the performance of students and only the mischievous students who could perform well affected in this system as it gives equal freedom for the teacher handling the subject to evaluate the answer script too. This makes the student loose faith in the education system that the same as a whole do not deserve respect and ethically admirable, but both faculty and students enter into all sorts of materialistic tricks that education instead of man making process instilled with morale and ethics, functions as a promising business to produce masses who could enter into profession without meeting the basic criteria. The experiences registered by the industry people too indicate the grade secures and skills of the students are almost non correlated that they learn only after getting placed or come out of the system to fit into a place where they can survive.

Community Perspectives

There is a deepening crisis of substance abuse, suicide, depression, homelessness and violence experienced by youth in many countries. Schools have an important role to play in addressing the needs of the whole-person. Enhancing resilience and interconnectedness among young people is recognised as a primary means of assisting youth in these areas. Suicide prevention

programmes suggested by the United Nations include enhancing resilience, resourcefulness, respect and interconnectedness.

Many young people are having great difficulty finding a sense of identity and fulfilment - particularly in adolescence. Prevailing materialistic and consumer values make it difficult to find a sense of purpose or place, and this in turn makes resilience in the face of change problematic.

Compulsive or hasty activity, substance abuse, and Illegal sexual harassment are common from students trying to escape the pain of an inner emptiness. In the classroom this can manifest as lack of interest, lack of self-worth, lack of compassion, lack of self-discipline and lack of spirit.

Curriculum and teaching and learning strategies based on an implicit positivistic, reductionist 19th century world wide, teach fragmentation, isolation and purposelessness. This serves to exacerbate feelings of alienation and powerlessness that are believed to contribute to depression, substance abuse and suicide. The performance of the student is always viewed at what he achieves in

academics and unfortunately he could not express his ability in full for the reception the system gives.

The social judgement on his ability through academics which is not really expresses his complete capability makes him not comfortable with the social status he receives and for lack of appreciation, he enters into accepting what he receives or into negative emotional outlets which finds way into antisocial activities. A system need to be devised universally which looks into education as a refining process of an individual that no comparison could be made and accepts education as a part of life and not everything in life. It is a tool to understand life better and it should receive significance and proportioning.

Global Perspectives

There is negligence of urgent global issues to practical solution, such as climate change, environmental degradation, progressive development, human starvation, disease, poverty and species extinction. The concerns on all these are at the policy levels without the contribution of activists as youth to curb the causative agents. The policies of the nations are narrow with their own growth, many times

to the core of unethical principles that the cooperation cease to exist among the countries.

The agreements and financial assistance on the advancement in destructive technologies as civil nuclear weapons, illegal disposal of hazardous wastes into the regime of other countries, promoting hazardous technologies in under developed and developing countries while the same is banned in their own, conventions and treatise to sustain the transboundary issues with respect to natural resources are among the concerns that were not addressed by the education system.

Simple measures to instil morale and ethics in education can do wonders in these areas as the power of youth is magnanimous and we underrate the power of mind with reproductive learning, but it can relate anything and everything under the earth with unsuspected reasoning.

Web based learning exposes them to the intricacies of global issues and collaboration with international expertise provide them a forum to share the local issues, get their suggestions as they had experienced similar issues which is threatening us much earlier that

their expertise could help us face the situation easier. Similarly the advancements in education could be shared, via electronic media which enhances the quality of education.

Need for change in Education paradigms

Globalisation

On one level, the world is becoming a global village with an interdependent web of political and economic relationships, largely dominated by the interests of multinational corporations, and on other level differences in culture, race, religion, and language have become more noticeable as people and nations struggle to find personal and cultural identity.

Increasingly, democratic citizens, who are to play simultaneously local, national and international role, have the responsibility to respond to foreign policy issues such as the use of military force, distribution of global economic and social aid, the political status of millions of refugees, and the plight of starving multitudes, bringing in harmony globally with human culture. It is the priority of education to inculcate universal cooperation to remove all these calamities.

Science and Technology

Science and technology are moving ahead faster than ever before, and the time taken for advances to impact on daily life is shorter than ever before. Information, communication technologies are revolutionising commerce, workplace, education and communication, to save space, potential, time. Science is creating new ethical and moral issues faster than they can be understood to curb the technologies that try to substitute synthetic for natural in every dimension.

We need a shift in perception that leads to a more holistic view of education in keeping with up-to-date world-views, for the world is experiencing advanced communication technologies, population diversity due to international mobility and migration, complex environmental, social and economic changes that demands acceptance as they are, and progress to accommodate the changes positively.

Knowledge

There are infinite information any person can keep up with - even in very specialised fields. In many disciplines and occupations what is known, is out of date in a few years - months in some cases. The

internet has increased access to the latest information. We could gather the following survey statistics, as the sum total of human knowledge is estimated to be doubling every 18 months, Significant new inventions are estimated to occur more than once a month. Dramatic changes in paradigms are occurring in many disciplines and fields of human endeavour as the search for humanity began out of drastic imbalance induced by self oriented approaches all these years.

Learning should be organised around relationships within and between learners and their environment while empowering learners to understand the past, live fully in the present and design preferred futures that there is no need to compromise any more. The advancement in technology and drive to achieve completeness paved way for maintaining the personal space complimenting others in need to form a constructive environment every where.

Apart from being materialistic in a greedy way, people started thinking to confine within desire and aspirations that they can reach their desires only by enhancing themselves by what they can do to be satisfied in living. Overwhelming wealth by deceitful dishonest discharge of duty make many sleepless gaining more of ill health and

due to this they could not maintain proper role at home too that this even spoils the decorum of the entire family and finally they all get into the core of immoral living explicitly.

Values and ethics

Many people no longer identify with traditional sources of meaning and values such as religion, tradition, career or culture. In the absence of meaningful traditional values, commercial values are easily promulgated by multinationals through the global media in the recent past.

The spiritual scarcity of modern education provides few opportunities for today's youth to quench their deep thirst for meaning and wholeness. Misguided or improper attempts by students to attain some sense of fulfilment can result in varying degrees of addictive behaviour toward activities, substances or relationships - all of which make teaching and learning difficult and resulting in traumatic social calamities too.

Human beings are not limited to sensory perception or rational analysis with knowledge and external forces of influence. Being fully

human is also about using intuition, inspiration and wisdom while meeting needs for self-actualisation and self-transcendence which will come within one only by experiential learning.

Values in many countries are changing to combat global differences and bring in peace and integrity. Increasingly over the last few decades people are valuing indigenous technologies and reconciliation with indigenous people as strength and unique for every nation for global appreciation and acceptance, valuing the environment and species diversity to preserve them against disturbing forces, valuing progressive development in lieu of sustainable development to provide better environment for the future generation, valuing peace, compassion and community, searching for meaning and fulfilment of self.

To take care of the differences on using the man power at reasonably low salary in the global competence, treating the international students irrationally, illicit activities in foreign institutions giving equivalency to degrees, extremely high fees structure, difficulties in establishing foreign curriculum to native countries to meet government procedures, the consequence of illicit entry for the

same must be tackled for globalisation to serve humanity and web education has no boundary and hence can be taken to the level of getting a degree anywhere learning from the native country.

Preferred strategies in Education

To meet the needs of 21st century posing various prospects and consequences of science and technology, which involves several interdisciplinary aspects, there is a urging need to be cautious about the resources with ethical concern which is to be instilled in human minds by practice and be integrated into every day living. It must be borne in mind that it is not only the young generation but every individual learns through various stages of life and hence education be integrated to every day life giving scope for inclusion at any stage with the regular stream if one fulfils the requirements. Following points add to the design of curriculum to provide education for all.

Curriculum should be inquiry driven, interdisciplinary and integrated, and is based on explicit assumptions of interconnectedness, wholeness and multiple ways of being. The permutations and combinations left to the ability of the perceiver. There must be space for creativity and innovation to apply one's own interpretations over

information and facts and there is no need to expect a single answer for a query.

Education should be a rich experiential journey of discovery, expression and mastery where students, teachers and the wider community learn and grow together, as learning is a life long process and teachers cannot take lead in providing information.

The education system needs to work collaboratively to be inclusive with the whole community to support the diverse needs of all students, it must have flexible pacing to learn, give choices to design their own course.

Education should solve the fearfulness between global and local issues, both complimenting each other. The global policies should support the indigenous qualities for progressive growth. When there is no reservation to self and ones own country, there will be openness to give an optimal solution. Whereas wicked attitude leads to evolution by conflicts and differences again towards the optimal by each country for themselves which will result in losses by one way or the other.

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Education should give way to universal living by giving multiple intelligence and versatility and satisfying the individual to feel complete as human in every way. The human mind should perceive everything universal only if the self is satisfied and hence convincing is the tool to progressive growth.

Education should value the tradition and modern thoughts, integrate both choosing the best to evolve an ethically feasible practice to lead to post modern era. Forced prevention of traditions by stringent rules will not come long way as we have crossed the stage of following things as such, but wish to indulge in comfort ethically.

Education should fulfil small short term goals building to long term vision finally. It should result in human culture promoting every human as fellow being to come out of gender parity and harassment.

Sex education need not be a part of curriculum but encouraging every child to be complimenting part of others irrespective of gender makes the result with the involvement in socialising with community and advancement of media information. It is not to be taught in person but through a media which is already been in progress and need not be

touched upon in curriculum. It leads to negative implications only without meeting the purpose.

Education should make every one self competitive as the need for competition and give concern for equality of opportunity for every one what they deserve that there should not be comparison with the fellow mate and teach to consider every one as integral part and unique.

Education should provide extraordinary expansion of knowledge to students and make them assimilate with deep synthesis. This is possible by making them finding the information to the depth they want that they can make more meaningful interpretations.

Education should teach them the difference of spiritual and material life. The different rhythms of life, mind status, interaction with external information and experiences give out different phases of mind as individual seeking self satisfaction, universal seeking global growth and transcendental as enlightening, surpassing every thing in and out. One should be able to travel in these spectrums comfortably without getting into corrosive emotions as to tune the recipient that the information reaches him.

Education should reconcile the three forces, competition as self competitive to improve potentials and which gives incentives, cooperation to support the right which gives strength forming group, and team spirit for good cause which unites from within by soul.

Education for meaning is a quest for understanding. Its aim is to nurture healthy, whole, curious persons who can learn whatever they need to know in any new context. By introducing students to a 21st century view of the planet, life on Earth, and the emerging world community, education would enable students to perceive and understand the various contexts that shape and give meaning to life.

It is very important to provide holistic education at this stage as there are intercultural behaviour and intrapersonal attitude to balance ethical dilemma with acquired strength and courage to come out of external pressures and personal benefits.

Education should recognise the innate potential of every student for intelligent, creative, systemic thinking. He needs to be treated as individual with special qualities that are to be projected and enhanced

by education and encouraged with additional input from the faculty that he will emerge out as a complete human being who can connect himself positively with the surroundings, view the system as whole made of traits of every individual and live the present fully which means his involvement completely into the task in hand at present.

It should recognise that all knowledge is created within a cultural context and that the 'facts' are seldom more than shared points of view. It should encourage the transfer of learning across academic disciplines. Education should encourage learners to critically approach the cultural, moral and political contexts of their lives.

It should have concern with the growth of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials which are different for different persons that confining them to the academic calendar must be relieved to flexible pacing.

It should actively engage students in the teaching learning process and encourage personal and collective discernment and responsibility with confidence as his self.

It should enrich the knowledge, convince the mind and enlighten the soul. It should lead to mastery of concepts in his own way to apply wherever possible beyond boundaries.

The evaluation system must be qualitative specific to the student and not quantitative. It must be accepted that all the present curriculum, assessment, evaluation and performance by all stake holders are to fill the records to be exhibited and not really experienced. They out lie the way to reach the purpose of education in man making process to the drastic down trend ethically that the education paradigms are to be modified to suit the individual designed by him specifically for him guided by the faculty, co learners, parents and society.

The information available in plenty at finger touch, there is no need for the faculty to give what is needed but to show them the sources that they assimilate the information till they get satisfied. Faculty should take a transformation to be guide, mentor, philosopher, friend and create a confidence of care to share anything and everything that help them relieved of the mental agony they experience on their way.

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Conclusion

As every country is on the verge of reforming the education policies to suit the needs of the changing world, we could see numerous articles, reports, opinions floating in the net contributing to the futuristic education paradigms, I share my views as an academician to add them. It is to be accepted legally that we give education to an individual and we need to satisfy his requirements to become a complete human being as we charge for the same, not amidst a mass which is for our convenience, but as a single entity of the whole system. No activity on sharing is justified for him to get the focus of the teacher for refinement and corrective measures that it emphasises a method to be devised for the one to one teaching learning process. Web education satisfies all the above requirements and must be considered as the mode of education in the days to come to meet the needs of twenty first century education.

For any scheme of development to be successful the following quote must be of borne in mind , "Systemic development occurs when both the processes and outcomes are aesthetically acceptable, ethically defensible, culturally feasible, spiritually combatable,

ecologically responsible , and not just, technically feasible, economically viable, socially desirable, practically manageable, politically possible", said by Richard Bawden, director of systemic development institute, Australia which is for fostering systemic thinking and practice for ethical action in a turbulent world.

Any development, here after, be it education, economic, social, science, management and technology should focus on global cause finally through indigenous processes that the outcome will be oneness, the integration of universal minds that is defined as noosphere, Noo in Greek means mind, and that confines to a unique identification of solution of all complexities in the universe as omega point, the point where the interpretation of infinite information ends. The omega point as of now is openness to accept changes as every information is evolving and there is no literal end to any interpretations. Education is not for the policy makers and governance, community and family, but to make the individual know what he can contribute, assimilating the infinite information to his best provided with the conducive environment as it is proved scientifically that the mutations through sensory organs clears the barriers between conscious and subconscious mind which promotes cooperative behaviour.

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When we work for global integrity, convincing the self is to be prioritised for which individual attention and care through all stake holders namely the government, education system, society, co learners and young generations occupying his due place in the days to come is important. They got to be integrated into the development of an individual explicitly for which web based learning paves way. This not only satisfies the students, but also the teacher to spend time in research and consultancy forming groups with different stakeholders to maximise the output. This will go into international participation that will give peace and integrity globally, in turn the prosperity, for all is well.