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Article

Is Teacher in Danger

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Abstract

In the present paper efforts are made to introduce the issues and challenges of the 21st century in India. Things are changing in our Education System very quickly. The world is becoming interconnected; technology is continuously altering our relationship to information in place of emotional. Changing global conditions demand that we rethink what should, but even more important, how we learn and lead. The converging impact of globalization, ICT and knowledge explosion has led to phenomenal changes in the modern society, which have challenged every aspect of our modern lifestyle. To cope with these run-away changes we need to prepare workforce with the skills to handle a range of electronic technologies that characterize this digital era. To prepare citizens with cosmopolitan outlook, cross-cultural understanding, capable of working in multicultural settings on group projects and capacity to think creatively and critically a different approach to the delivery of education is required. We need education for 21st century in the form of clear vision that through light on each and every point that a Teacher and whole system of Education is facing, being in cross demanding and doubtful nature of education policies and emerging need of society. Teacher who is the key pivot of Education is just going under pressure of sustainability and making co- adjustment between new and old teaching learning situations in lack of resources that is horribly affecting their interest, satisfaction, positive attitude, professional ethics, devotion toward profession etc.

Introduction

The future world of education is forced for globalization, pervasive technology and innovation demands in the learning environment to form a combined dynamic setting that is both challenging and full of various educational issues for educational leaders. Changes, Together with the new expectations have knocked at our doors to be alert for facing the new emerging situations. The first aim of our education is ever all round development of a child; Father of nation, Mahatma Gandhi once said "By education I mean all round drawing out of the best in child and body, mind and spirit". It is quite apparent faking that all round development is like a day dream, because the current system is not developing all round personality of a by inculcating all dimensional abilities of the child. According to Warren Bennis-"Leadership is the capacity to translate vision into reality". Educational leadership in the 21st century should be prepared to face the challenges of the new digital age. Schools are entering in new gate to adopt new modes of education differently. All the issues and challenges did not rise in a day, they took a long period. If we cast upon the past, in ancient time India was at the topmost level of education and knowledge. This was the country in which students used to come from all over the world to acquire the knowledge and education. No country of the world was even near to it. The problem of downfall of India starts from the invaders. First were the Muslim invaders who tried to destroy the culture and education of the country. After them came the British whose prime aim was to make the India a slave country. They left our country in the condition of baggers. They us many things like Poverty, corruption, injustice, unemployment and many other problems were the reward of British to India of its kindness for allowing them to trade here, which are now standing up as a challenge for our education system, which can cope by adopting perfect educational system coping with the new emerging need of education at global level

Educational Leaders

Education is to enlighten the path of progress and educational leaders are the pillars of process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. Educational leadership is usually associated with formal organizational position in schools, colleges and universities. Leadership is seen as a prime factor in improving the effectiveness of educational centers. Leadership makes a difference. Effectiveness of an educational center depends upon effective leadership. Outstanding leadership has invariably emerged as a key characteristic of outstanding

educational organizations. There can no longer be doubt that those seeking quality in education must ensure its presence and that the development of potential leaders must be given high priority.

Educational leaders take on their roles because they want to improve student's lives and learning. Leadership is not an endpoint itself, rather, it is a means enable students to learn, achieve their goal of life and develop their perspective towards life. For all round development a wider range of measures are being adopted to encompass excellence equity, cognitive and non-cognitive personal and social skills. Leaders who are capable of doing difference, they serve invariably and focused to all of these skill areas, but their schools and educational institution are only evaluated on a narrow set of cognitive based learning outcome measures. In 21st century educational leaders want to change this, since there is good evidence that student learn better when they experience a broad curriculum as against one which is limited to only narrow measures.

Issues and challenges

Indian literacy rate is 77.07 % (As per NSO 8sept 2020,) the level is well below the world average literacy rate of 86% of all nations, Even in present India has the largest illiterate population Despite various programmers started by government. India's increasing literacy rate is very slow. A study of 1990 estimation shows that it will take time to achieve the universal rate of literacy. It has to focus also that there is a wide gender disparity in the literacy rate in India. In 2011 it was 82.14% for men and 65.46% for women. The census provided a positive indication that growth in female literacy rates (11.8%) was substantially faster than in male literacy rates (6.9%) in the 2001- 2011 decadal period, which means the gender gap appears to be narrowing. This is real scenario of education system of India, where we are standing, we are trying to achieve education for all, and we are trying to diminish gender disparity in the literacy rate in India, although we are making efforts for quantity education but our goal is quality education also. Our Aim of education of all round development of a student is quite apparent that all round development is like a day dream because the current system is competent to develop the desirable abilities in students. Now as we see in the society that the level of our social, moral, cultural values and ideals are going downwards to downwards, the main reason is that we are acquiring western culture and social values which are totally different from ours. The top most issues are:

- The education system is not meeting the current demands of students and the globalized world.
- Skills are not given relating with practical life, that why invaluable for all students to succeed in both college and career
- In the present educational system skill development is under-rated and underdeveloped.

Challenges to Education Systems

We now carry a massive storehouse of information and knowledge and face unprecedented challenge, brought by the converging impact of globalization, increasing impact of knowledge as a principal driver of growth and the ICT revolution. In the digital era technology has made it possible to access world's best subject experts and specialists in any part of the world allow them to use the world's most brilliant methods of interactive multimedia communications, and make it easy to teach anyone anything in a way that suits each person's lifestyle. Society is changing at an alarmingly accelerating pace but schools remain lethargically stuck with structures that took place in the 19th Century. Many of the developing countries have average levels of education in the 21st century that were achieved in many Western countries by the early decades of the 20th century (Schleicher, 2015). Many of these countries are struggling to change their pedagogical practices mainly because of politico-social beliefs and lack of resources. Schools teach obsolete skills that are not needed in the digital era. Too many children are leaving school without mastering a minimum set of cognitive and non-cognitive skills. "Entire structure of school, including its age segregation by grades and the content of curriculum, is determined by the outgrown characteristics of pre-digital age technologies.

The core changes brought by ICT in society call for research on specific new forms of learning and epistemological issues regarding how learning occurs and how knowledge emerges beyond the borders of traditional systems of education. These emerging challenges and opportunities have important implications for education policy makers. Knowing how we learn, how to turn information into knowledge and how to document and analyze life-long learning are essential in the 21st century. New skills are required at all levels (Chubb, June

2015). In many countries, especially in developing countries, teachers and students are stuck with a curriculum that is highly outdated and of very little use in their future lives. In 21st century challenges for education systems are many- fold. Knowledge is its primary production resource. Knowledge economy is driven by two crucial forces: the increase in knowledge-intensive economic activities and globalization of these activities (Houghton and Sheehan, 2000). The knowledge- intensive economic activities are in turn driven by the information technological revolution. Therefore, employment in the knowledge-based economy is characterized by increasing demand for highly skilled workers known as 'knowledge workers' (Drucker, 1993).The term knowledge society generally refers to a society where knowledge is primary production source instead of capital and labor. In knowledge society people create, share and use knowledge for the prosperity of its people.

In 21st century knowledge has replaced industrial organization as the major source of productivity. Education, ICT innovation and science technology are the main pillars of knowledge society. High proportion of people is employed as knowledge workers. The Nation which attaches importance to knowledge economy are investing to produce students who can intelligently manage and evaluate information and apply their knowledge in another context. Teacher's prominent role in the digital age is that of a lead learner. Teachers need to understand the role of technology in the learning process and the principles behind integrating it in a way that promotes learning without being a distraction. When innovative teachers integrate technology in their teaching student learning is greatly enhanced. Educational technology initiatives are about enabling students to achieve their maximum potentials. Transformative use of educational technology requires changes to pedagogy, curriculum, assessment policy, ICT and funding. In fact, digital education needs excellent teachers and the teaching profession needs digital education. "As digital tools proliferate and improve, solid instruction in the basics will eventually become 'flat'-available anywhere globally.

Preparing 21st Century Workforce

Job markets have become more polarized as many of the mid-skill jobs that developed during the 20th century, particularly in manufacturing, have been eliminated by new technologies or outsourced to emerging economies. In the 21st century workforce is needed with the ability to use a range of electronic technologies to access, synthesize and apply

information, citizens who can think creatively and critically and the ability to communicate effectively and collaborate with others, particularly in diverse and multicultural settings. To prepare citizens with cosmopolitan outlook and cross-cultural understanding, a different approach to education is required.

To enhance students' employability they need to be equipped with skills to handle the complexity of modern world where education plays key role in everyday living. What we must be educating students to know is how to learn, how to turn information that is now accessible and ubiquitous into knowledge and analyze the effectiveness of their own learning (Cambridge, 2006, p. 14).

The term 21st century skills refer to broad set of knowledge, skills, work habits, and character traits that are critically important for success in today's world. Literacy and numeracy, ICT skills, learning to learn, evaluating and problem solving, interpersonal and civic competencies, entrepreneurship, cultural awareness, flexibility, adaptability, working independently, critical thinking and self-directed learning are some of the crucial skills are the required attributes of 21st century workforce. Other core competencies include global citizenship, financial literacy, and ability to solve complex problems individually and in teamwork, responding to change, working in high performing teams, communicate effectively in multiple modalities in the face of emerging challenges, and operating in global context. The international competition from nations with strong education systems and millions of highly educated, skilled workers, dominate markets. Education systems of these countries have geared their curricula to focus in developing the skills stated here:

- Critical thinking, problem solving, reasoning, analysis, interpretation and synthesizing information;
- Research skills and practices, interrogative, questioning;
- Creativity, curiosity, imagination, innovation, personal expression;
- Perseverance, self-direction, planning, self- discipline, adaptability and initiative;
- Oral/written communication, public speaking;
- Leadership, teamwork, collaboration an Co-operation and global awareness;
- ICT literacy and scientific and environmental

- Literacy; Civic, ethical and social justice literacy, multicultural literacy, financial literacy

How to transform the Education System

In a fast changing, interconnected world, education must change to prepare students for success in life. The modern global economy doesn't pay you for what you know because internet knows everything. The world economy pays you for what you can do with what you know. Nations that want a knowledge economy are investing to produce students who know how creatively they can use what they know and apply their knowledge in another context. The shift to knowledge economy has brought wide spread concern that young people are entering workforce without the skills employers value most such as stated above. Now there is a growing realization that to prepare citizens with cosmopolitan outlook and cross-cultural understanding different approach to education is required. Japanese economic success is attributed to a highly literate and well-educated population. This gap in skills has led to focus on school-based reforms. Equally, a big concern is that young people lack opportunities outside of school to practice skills. In the workplace the youths are presented with real world opportunities to develop such skills as responsibility and independence (Levine and Haffner, 2006). They also develop social capital i.e. they create informal networks and interact with adult role models who encourage good work habits (Whalen et al., 2003). Focus of teaching is becoming to prepare students for modern learning and developing qualities to be global citizens. Expectations from educational institutions to transform the learning landscape and bring fundamental change in student outcomes have increased. For success both on the job and in their personal lives students will have advantage if they learn how to apply what they learn to deal with real world challenges, rather than simply reproduce the information in tests.

Modern educational thinkers have espoused different approaches to transform the 20th century model of teaching and learning. Transformative systems enable the development of 21st century competencies. They recognize that you can't effectively communicate, collaborate, innovate or solve problems in the 21st century without technology. As globalization intensifies, it becomes ever more important that the performance of pupils in our schools matches performance elsewhere. Schools in 21st century will be laced with a project-based curriculum engaging students in addressing real world problems, and issues

important to humanity. This is a dramatic departure from the factory model education of the past, textbook driven, teacher-centered and paper and pencil approach. The new paradigm for education in 21st century demands a holistic transformation of education, guided by a comprehensive roadmap that covers curricular and assessment reform, new teacher recruitment and training strategies, leadership development, and the integration of collaborative technologies. In 21st century literacy is about reading for learning, the capacity and motivation to identify, understand and interpret, create and communicate knowledge, using written materials associated with varying situations in continuously changing contexts.

With the help of ICT teachers can transform learning environment by engaging learners and facilitating student-directed learning; personalized learning, connecting all learners; supporting virtual learning spaces; improving teacher learning through online materials, collaborative learning communities, building capacity through partnership.

Global Educational Reforms Movement (GERM)

The flag bearers of GERM are the nations that have demonstrated that the real wealth of a nation is its well-educated human resources. These nations have realized that quality education is the engine room for modern economies, well-educated workforce is the backbone for nations' progress and 'Knowledge workers' are the cornerstones of a nation's economic growth and prosperity. Most of these nations invest over 6% of their GDP on education, much higher than the developing countries do. The assumption of high spending on education is that it would lead to an increase in the skilled workforce to improve national productivity and make the workforce better able to perform and compete in global markets (e.g. Japan, South Korea). In this knowledge society knowledge economy is the generator of most wealth jobs and citizens with the capacity to identify and solve problems, to work in multidisciplinary teams to manage complex and multidimensional tasks, to synthesize ideas and to communicate effectively are asset to a nation's prosperity.

Main features of GERM have been identified by Hargreaves and Fullan (2012). The first feature is the standardization of education: outcome-based educational reform in the 1980s followed by standard-based educational policies in the 1990s. Underlying concept of these reforms is that setting clear and sufficiently high performance standards or schools, teachers and students will improve the quality of expected outcomes. By setting detailed

performance targets, frequent testing of students on standardized tests will improve student outcomes. Second, Success or failure of pupils, teachers, and schools is judged on the basis of standardized tests. Third, by searching for low-risk ways to teach learning goals teachers focus on guaranteed content to best prepare their students for tests. Fourth, GERM uses corporate management models as a main driver of improvement. This process is motivated by economic profit. Fifth, schools accountability is closely tied to the standardized testing.

The Standards Movement came about because of legitimate concerns about standards in schools. This movement is rooted in competition between students, teachers, schools, districts and now between countries. All is not well with Standard Movement.

Bottom-up Approach

The vision of a number of educational thinkers (e.g. Robinson, 2015; Prensky, 2016; Fullan, 2013) is that innovative changes in education should be bottom-up. This school of thought maintains that students and classroom teachers are vital cogs in affecting the innovative approach to transform the educational process. A change should start from students-what they need and how we can give it to them. A key element to implement this vision is the inspiring and motivating teachers. Adherents of this argument maintain, "How teachers view their students and how they see their mission with them will have an enormous influence on the world to come". Teachers and students need to work together in new forms of partnering in which students do what they do best (like using technology, find information and create products that demonstrate their undertaking) and in which teachers guide students by doing what they do best (asking the right questions, putting the things into the proper context and ensuring quality and rigor). To educate students, teachers must listen to them.

Robinson (2015), among others, maintains that the best ways to raise student achievement is by improving the quality of teaching, teaching a rich and balanced curriculum and having supportive, informative systems of assessment. "The task we face is not to increase yields in schools at the expense of engagement, it is to invigorate the living culture of schools themselves" (Robinson *ibid*). Schools in the 21st century will be laced with a project-based curriculum for life aimed at engaging students in addressing real world problems and issues important to humanity.

Secondary Education in 21st Century

Primary and secondary education is clearly the bedrock on which any subsequent learning is based. The focus of knowledge in 21st century has moved to a great extent from the teacher to internet. Current research has demonstrated that teacher quality is the key determinant of student success. The issue of teacher quality is currently one of the most pressing concerns identified by educational policy makers. Ensuring that all students have access to highly qualified teachers is of paramount importance. In recent years, few educational issues have received more attention than the problem of ensuring that elementary and secondary classrooms are all staffed with quality teachers. Many countries are pouring billions of dollars to improve the training of quality teachers. Underscoring the importance of quality teachers Hargreaves asserts, "We live in a time when great vision is called for, when our prosperity and security depend on our capacity to develop pupils and teachers who can understand and be able to engage with the dramatic social changes today's knowledge society represents, along with the human consequences" (1998, p.161).

In modern era, teachers are expected to prepare virtually all students for higher order thinking and performance skills once reserved only for a few. Schools need capacity to learn routinely from the world around them and apply their learning to new situations that they are able to continue on a path towards their goals in an ever- changing context, and be able to prepare children and young people both for the present and their future (Stoll, 2009). Growing body of scholars and educators are arguing for re-conceptualizing schools as learning organizations.

- Understand research and theory behind the proposed changes and communicate it persuasively to teachers and other stakeholders;
- Inspire confidence that the proposed changes can produce great results-that they are worth the efforts;
- Understand how proposed changes will affect curriculum, instruction, and assessment, and lead in implementing the changes;
- Monitor results and make adjustments as needed to continuously improve the program's results-Robert Marzano (2012).

The countries that have demonstrated excellence in teaching and learning have ensured to raise the status of teaching as a career and made concerted efforts to attract quality graduates for teacher training. High performing education systems such as Finland, Singapore, South Korea, Japan among others (i) enroll high ability graduates for teacher training courses (ii) control over the number of students undertaking teacher education courses (iii) pay high salary to teachers, (iv) use rigorous process to select entrants to teacher education. Teachers with a passion for teaching develop high-level knowledge of their subject and they use high level of pedagogical teaching and learning practices. A successful change strategy requires professional development, feedback and support for teachers along with well-researched mentoring and valuation. It is critically important to attract good teachers, support and encourage their professionalism, continue to invest in them, and align assessment and rewards to support innovation in teaching. Character education (personal traits and attributes such as responsibility, perseverance and empathy);

- Communication: ability to communicate effectively and actively listen to teachers;
- Critical thinking, problem solving and making effective decisions;
- Collaboration: working in teams, learn from and contribute to others' learning and collaborate with diverse individuals;
- Creativity and imagination: consider and pursue novel ideas, lead others and undertake entrepreneurial activities;
- Take ownership of their learning and engage in meaningful social learning.

Successful education systems develop citizens with the skills such as the (i) ability to use a range of electronic technologies to access, systematize and apply information; (ii) think critically and creatively and evaluate the product of one's thinking; (iii) the ability to communicate effectively and collaborate with others, particularly in diverse and multicultural settings.

OECD refers to successful learner-centric schools as innovative learning environments with the following attributes:

- Make learning and student engagement as central;
- Ensure that learning is social and collaborative;

- They are attuned to learner motivations and emotions;
- Are acutely sensitive to individual differences;
- Are demanding for all students but without excessive overload;
- Use assessments consistent with learning aims, with a strong emphasis on formative feedback;
- Promote connectedness across subjects

The skills that students need to contribute effectively to society are changing constantly, but our school systems are not keeping up. Teachers themselves are often not developing the practices and skills required to meet the diverse needs of today's learners (Schleischer, 2015).

Supported by effective policies, professional development, digital curriculum, teachers gain unprecedented tools and information to customize the students' learning experiences and deliver an academically rigorous education that emphasize inquiry, investigation, independent learning and collaboration. Guided by highly skilled teachers, students in a transformed environment use powerful mobile devices as personal learning platforms. Accessing a wealth of digital learning resources and following modern pedagogic strategies students can (i) manage their time and take more control of their learning; (ii) engage with the world and access different mediums for learning to improve their outcomes; (iii) use wide range of creative methods to demonstrate what they are learning; and (iv) take ownership of their learning and engage in meaningful social learning.

Students must (i) work independently as self-drive, lifelong learners and innovators; (ii) work collaboratively and respect diverse viewpoints; (iii) think critically about new challenges; (iv) apply their knowledge in novel situations to solve new problems; (v) communicate via range of technologies and methods; (vi) work persistently in the face of difficult challenges.

In their teacher training program, prospective teachers need to be equipped with command of critical ideas, skills and capacity to reflection, evaluate and learn from their teaching so that it continually improves. With increased use of technology in education and expectations from stakeholders teachers are expected to demonstrate that they are making difference in student outcomes. Mode of teaching and learning is undergoing big changes and the domain of academic literacy is spreading beyond reading and writing. Focus of teaching is becoming to prepare students for modern learning and developing qualities to be global

citizens. Thus the demand from teachers and schools is to transform the learning landscape, bring fundamental change in student outcomes, measured by their ability to think critically, work collaboratively, solve problems and become life- long learners..

First, to improve the quality of teaching it is important to improve the status of teachers. To develop teaching as a knowledge-based profession more able graduates must be attracted in teacher training courses. Successful education systems (e.g. Singapore, Finland, Japan and South Korea) enroll graduates from top 10% to 30% percent cohort. In Finland, for example, only one in 10 applicants is selected to become primary school teacher.

Enrolled in teacher training graduates undergo rigorous training subject contents, pedagogy of teaching and integrating technology in teaching and learning.

Second, OECD's PISA shows that some countries (e.g. Germany, Mexico, and Turkey) have been successful to lift levels of achievement and reducing differences related to socio-economic backgrounds of students.

Third, the school curriculum must attempt to equip students for the significantly changed and changing world. Instead of teaching subjects in isolation and focusing on the mastery of factual information it is more beneficial to teach curriculum with a focus on themes and students tackle issues collectively.

Fourth, there is a need to use more flexible ways of personalizing teaching and learning by using technology to better target individual's current levels of achievement and learning needs. Thus flexible learning arrangements need to be adopted for students' individual growth.

Fifth, low achieving students' learning trajectories need to be identified so that students at risk are identified early on and their problems are addressed.

Conclusions

In many countries what today is touted as 'educational reform' is really just reassuring the "deck chairs on the Titanic. We are applying Band-Aids to an education that is in need of a blood transfusion.... We can't win the future with the education of the past.... No matter how innovative programs to improve scores may appear on the surface, it is money being thrown away. If we continue on our current course, we could in the words of Mark Anderson, 'even double or triple the amount being spent, and it wouldn't move the meter an

iota' (Prensky, 2012, p.14)". Before we start on school improvement we set a clear vision and roadmap to achieve our goal. Critics of GERM and standardized curriculum argue that we can change almost everything about the system- schools, leaders, and teachers, number of hours and days of instruction- and still not provide an education that interests our students and gets them deeply engaged in their own learning and what they need to be successful in 21st century. We need to change what we teach and how we teach. When we believe that succeeding in our current education is what is important for today` and tomorrow's students, we are putting students at a huge disadvantage in these fast changing times.

The knowledge society belongs to everyone. All children should have an opportunity to reach the highest and the most creative levels of education. We cannot afford to risk a future in which teachers have prepared pupils neither for knowledge economy nor for social and moral challenges (Hargreaves, 1998). Education must continue to innovate and it must empower students to succeed in future that we cannot anticipate.

Challenges for teacher training institutes and teachers in Indonesia are immense. With its massive size, the Indonesian archipelago represents the third largest education system in Asia (after China and India). Measured on global competitiveness Indonesian education system is not performing as well as it should do. Some of the stumbling blocks are embedded in the poor quality of teacher training, out dated pedagogy of teaching and learning, lack of teaching resources, follow- up professional development of recently certified teachers, lack of quality control on graduates who enter teacher training courses, and lack of rigor in teacher training program. Shortage of quality teachers and equity, status quo of traditional teaching styles are some of the major issues, teacher training institutes in Indonesia need to address. Success of New Curriculum in Indonesia depends on the supply of dedicated, well-trained and passionate teachers. "Let us esteem teachers, resource them and help them 'know their impact' on every student in our schools" (Hattie, 2011).

There is a mistaken belief that economic growth alone might result in a happier society. But current inequalities in economic development are resulting in a huge gap between the rich and the poor across the globe, as well as within the nations, is a source of tensions and practical problems. The failure of humanity depends on the adoption of positive mental attitude by the current generation. This is why education is important. Knowledge is like an instrument, and whether that instrument is put into use in a constructive way depends on motivation.

Modern education is very sound, but it seems to be based on a universal acceptance of the importance of developing the brain. Not enough attention is given to the development of the person as a whole, and to encouraging a clear sense of values and warm heart. It is important to address moral questions related to the whole life of an individual. Parents have a special responsibility to introduce their children to the benefits of basic good human qualities such as love, kindness and warm heart. An agitated mind usually provides some physical imbalance. Younger generations have a great responsibility to ensure that the world becomes a more peaceful place for all. This can happen so long as our modern educational system involves educating heart along with brain-Dalai Lama (*Indian Express*, 1/7/2017).

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