

21ST CENTURY EDUCATION: THE IMPORTANCE OF THE HUMANITIES

Rekha Sinha

Department of Humanities

Jain (Deemed-to-be University), Ramnagar District, Karnataka - 562112

Email Id- rekha.sinha@jainuniversity.ac.in.

Abstract

Taking into consideration the global shift towards innovation and technological development, the rapid changes in the global economy, and the United States Department of Education's attempts to find a one-size-fits-all solution for America's education woes, our national focus has shifted towards the STEM subject's science, technology, engineering, and mathematics. This move to STEM-centered instruction has tested the part of the Humanities in American instruction, presenting worries that the mind-boggling accentuation on STEM disciplines has pushed human expressions, Humanities, and human sciences out of the way or even totally good and gone in American study halls. In our ever-changing innovation centered world, the Humanities are required in our study halls now like never before to give equilibrium and point of view. The Humanities fortify our worldwide view, expand our scholarly establishment, instruct us to convey unmistakably, help us to create innovative and basic reasoning abilities, instruct us to be issue solvers, make connected with residents also, masterminds, strengthen social and moral duties and qualities, assist us with understanding the way that science, innovation, and medication have had on society, and make balanced scholastics, understudies, and scholars. It is the ideal opportunity for our country to understand that the Humanities are not simply a stylish extravagance to be filled in as a side dish in the corridors of advanced education, however a fundamental piece of balanced training that should start in the primary school years and proceed all through an individual's life.

Keywords: *Abilities, Century, Education, Humanities, Academics, Training, Skill Development.*

I. INTRODUCTION

As the extraordinary training banter seethes on in the United States, the inquiry that stays at the bleeding edge of our aggregate cognizance is the means by which to best instruct the understudies of tomorrow. As instructors, guardians, understudies, and other key partners center on the condition of training across the country in the 21st century, different dreams of how instruction may advance, and how to best teach our understudies to have the option to adjust and keep pace, offer a dumbfounding cluster of potential outcomes. What and how we encourage our youngsters' impacts pretty much every part of society. As the focal point of our general public shifts, so do the concentration and methods of reasoning of our schooling framework. Thinking about the worldwide move towards advancement and mechanical turn of events, the fast changes in the worldwide economy, and the United States Department of Education's endeavors to locate a one-size-fits-all answer for America's schooling deficiencies, our public center has moved towards the STEM subject's science, innovation, designing, and math.

This move to STEM-centered schooling has tested the part of the Humanities in American instruction, presenting worries that the mind-boggling accentuation on STEM disciplines has pushed human expressions, Humanities, and human sciences out of the way or even totally good and gone in American homerooms. In our ever changing innovation centered world, the Humanities are required in our homerooms now like never before to give equilibrium and viewpoint [1]. The Humanities fortify our worldwide view, expand our scholarly establishment, instruct us to convey unmistakably, assist us with creating inventive and basic thinking abilities, instruct us to be issue solvers, make drew in residents and scholars, strengthen social and moral obligations and qualities, assist us with understanding the effect that science, innovation and medication have had on society, and make balanced scholastics, understudies and masterminds.

It is the ideal opportunity for our country to understand that the Humanities are not simply a tasteful extravagance to be filled in as a side dish in the lobbies of advanced education, however a fundamental piece of a balanced instruction that should start in the grade school years and proceed all through an individual's life [2].

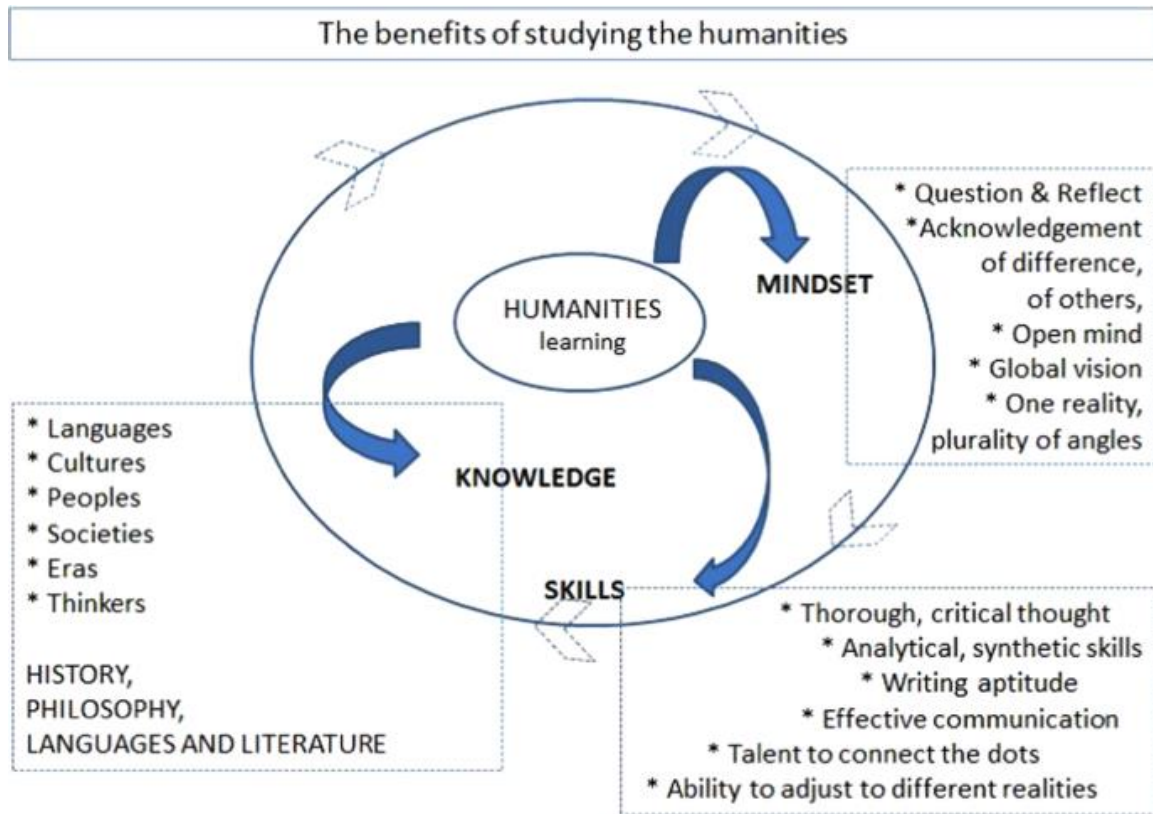


Fig 1: The place of Humanities in Today’s Knowledge Society

What Is STEM?

Basically, STEM is the abbreviation for science, innovation, designing, and math. Be that as it may, when one burrows past the surface, characterizing STEM and its job in our schooling framework is one of the most perplexing riddles in training today. STEM is most normally used to allude to instructive projects intended to get ready essential and auxiliary understudies for school and graduate concentrate in the fields of science, innovation, designing, and math. What's more, STEM centers on saw schooling quality weaknesses in these fields, with the point of expanding the stock of qualified innovative specialists (Roos). One definition, offered by Nancy Stupors of Carnegie Mellon College, portrays STEM schooling as "an interdisciplinary way to deal with realizing where thorough scholastic ideas are combined with genuine settings that make associations between school, local area, work, and the worldwide undertaking. This definition shows the associations where STEM and the Humanities meet.

Without the equilibrium and knowledge that a Humanities training offers, understudies are not getting really interdisciplinary training. There is no preventing the significant job from getting STEM schooling in planning understudies for the challenges they will look in our consistently evolving innovation centered world. In any case, STEM can't remain solitary, and the declaration that we should pick among science and Humanities is mistaken, limited, and counterproductive (Richards) [3]. It is exclusively by joining the Humanities and STEM subjects in our homerooms that associations between school, local area, work, and the worldwide undertaking are finished. The way of talking encompassing STEM training, promoting it as the "human sciences instruction for the 21st century," has powered a

discussion in the United States schooling framework where two groups are conforming to STEM training and the Humanities [4].

II. THE IMPORTANCE OF THE HUMANITIES IN ELEMENTARY EDUCATION

Presently like never before, as the Humanities are in danger of being scaled back or totally erased to prepare for more STEM content, we need to increase our endeavors to reintegrate the Humanities back into rudimentary schooling in the United States. While I was investigating the theme of the Humanities in rudimentary training in the period of STEM, I found a lot of examination and academic work expounded on why the Humanities are significant at the college level, yet I found astonishing minimal about the significance of the Humanities at the rudimentary and center school levels [5]. The exploration that I discovered underlined that understudies effectively taking an interest in Humanities instruction as a feature of a balanced educational program are more occupied with scholastics in general, and "understudies in interdisciplinary Humanities classes read better, compose better, think all the more fundamentally, go to class all the more regularly, drop out less, and proceed to post-auxiliary instruction more every now and again than their partners in conventional classes" (Anstead 85). Specialists laud the scholarly advantages of giving rudimentary understudies with strong training in the Humanities through showing workmanship, history, theory and writing at an early age.

The Collaborative for Humanities and Arts Teaching, or Diagram, a cross country network that "tries to help in danger understudies by furnishing them with a well-rounded and extensive training that centers on the Humanities," accepts that uncovering understudies to high workmanship, quality writing, and profound history has demonstrated advantages to the schools that incorporate them. Graph demands that in projects that incorporate Humanities, "understudies who abhor school or battle to discover motivation to be included are allowed a chance to manage significant issues and contemplate convoluted inquiries and consider and talk about important source material and points [6]. In a 2014 article in Education Teacher Week, 16-year veteran center teacher, local area coordinator and STEM defender Anne Jolly declares the significance that each individual find out about the Humanities and the sciences the same. Happy clarifies that "A STEM program is only one piece of a kid's instruction, zeroing in on math and science. However, our youngsters need a balanced, quality instruction that empowers them to settle on educated choices that will affect the world and the way they live." What the world requirements is propelled and equipped understudies who are set up to tackle the issues of the 21st century and past.

In his 2015 Harvard Business Review article named "Construct STEM Skills, But Don't Neglect the Humanities," Johan Roos clarifies, "STEM intends to encourage asking minds, intelligent thinking, and coordinated effort abilities STEM centers around apparent training quality inadequacies in these fields, with the point of expanding the stockpile of qualified cutting edge laborers." Roos proceeds to clarify the seven norms of training, or ranges of abilities, instructors use for teaching science, innovation, designing, and math understudies. These principles incorporate the capacity to learn, apply and incorporate substance, decipher and convey data, participate in request and legitimate thinking, work together as a group, and



apply innovation fittingly [7]. To draw in interest and motivate long-lasting students, we as instructors, guardians, and local area individuals should endeavor to arrive at every kid where they are and offer them a balanced schooling that gives them the apparatuses to prevail in the upcoming society. This incorporates coming to our understudies who don't dominate at, interface with or have an interest in STEM subjects.

In the event that the message is that STEM is exceptionally significant, is this message likewise telling understudies who don't dominate or show interest in STEM subjects that are here and there lacking? How would we connect with and keep the interest of all students? We should keep understudies locked in. We should open them to everything. We should help understudies to frame associations between their inclinations and the subjects that they show no interest in. We achieve this by connecting with understudies' psyches in the investigations of the Humanities just as STEM, also, encouraging our understudies' always changing interests to ingrain an adoration for learning and sensation of achievement [8]. So for what reason would we need to bar the Humanities from our homerooms for STEM instruction at the point when unmistakably the two could exist together and supplement each other well in our homerooms, as Do they have for quite a long time?

III. CONCLUSION

In order to thrive in the 21st century, the focus must not only be on educating our students, but helping our students to learn how to learn. Students today must develop the capacity for critical thinking, effective communication, creativity, collaboration, and problem-solving. Understudies should be socially and around the world mindful residents, who are educated in innovation and have a created feeling of individual and aggregate duty, which can all be refined through a multi-methodology curricular plan which coordinates Humanities and STEM training as one. This errand may feel overwhelming even with every one of that teachers are being approached to achieve in the present grade school study halls. Notwithstanding, instructors don't have to educate in a private or sanction school to create exercises for rudimentary homerooms that coordinate Humanities and STEM educational program. Instructors can begin little, each exercise in turn. Our objective as teachers and guardians should be to assist every understudy with turning into a fruitful long lasting student, whose achievements and ability to be self-aware are not estimated by accomplishment tests. Our objective should be to help our understudies in turning out to be "learned, sincerely and truly sound, communally roused, occupied with human expressions, arranged for work and financial independence, and 22 prepared for the world past conventional tutoring" (learning minimal). The most ideal approach to accomplish this objective is to introduce balanced instructive chances, wealthy in a mixed Humanities and STEM educational program, starting in the primary school years and proceeding all through an individual's life.

IV. REFERENCES

- [1] J. R. Williams, "The Three Cultures: Natural Sciences, Social Sciences and the Humanities in the 21st Century. By Jerome Kagan," Heythrop J., 2011, doi: 10.1111/j.1468-2265.2011.00663_79.x.



-
- [2] W. C. Kooken and N. Kerr, "Blending the liberal arts and nursing: Creating a portrait for the 21st century," J. Prof. Nurs., 2018, doi: 10.1016/j.profnurs.2017.07.002.
- [3] S. L. Gilman, "Representing health and illness: Thoughts for the 21st century," J. Med. Humanit., 2011, doi: 10.1007/s10912-010-9131-3.
- [4] Civil engineering body of knowledge for the 21st century: Preparing the civil engineer for the future, second edition. 2008.
- [5] E. Palou et al., Emerging Technologies for STEAM Education: Full STEAM Ahead. 2015.
- [6] S. Maltzie, "Benefit importance, benefit satisfaction, and organizational commitment of an intergenerational workforce in small- and medium-sized businesses," Diss. Abstr. Int. Sect. A Humanit. Soc. Sci., 2015.
- [7] R. Chongtay and K. Robering, "Computational Literacy, A Layered Approach For The Humanities," 2016, doi: 10.21125/iceri.2016.1138.
- [8] D. A. Coffland and Y. Xie, "The 21st Century Mathematics Curriculum: A Technology Enhanced Experience," in Emerging Technologies for STEAM Education, 2015.