



## Value-based Skill Development in Teacher Education

\* Mr. Rajesh Kumar  
Research Scholar

NIMS University, Shobha Nagar Jaipur, Rajasthan  
Email: rajesh\_3616@rediffmail.com: 9414362312 (M)

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### ABSTRACT

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*Education is a means to impart general and specific information; teaching skills and very particularly to inculcate values in the students. Education based on utility is related to a unique chance to retain the students as well as help the country to produce skilled manpower. Developing futuristic best practices and skills are essential for today's students to meet state standards, perform on assessments, and be ready for career. Today, value-based education promotes a thought provoking and interactive environment for the students through the values incorporated in the curriculum. It promotes quality education and holistic development of each child for a bright future. The 21st century life and career skills focus on the ability of individuals to work effectively with diverse teams. At this time, the main focus is on school and college students who will become as modern workers. They develop their higher order thinking skills, effective collaboration skills, communication skills and all other skills that are effective in the 21st century workplaces. In this modern era, these digital skills also help to improve the critical thinking, communication, collaboration and creativity of students. The 21st century skills are relevant to all areas of schooling and academic study, and the skills may be taught in a wide variety of in-school and outside school settings.*

### Introduction

The quality of a teacher's performance in the classroom and school context is determined largely by the initial academic and professional training. Education in India is seen as one of the ways to upward social mobility. Good education is seen as a stepping stone to a high

flying career. Teaching is the strongest school-related factor that can improve student learning and achievement. Indian higher education system has undergone massive expansion in post-independent India with a national resolve to establish several universities, technical institutes, research-institutions, professional and non-professional colleges. They have been established all over the country to generate and disseminate knowledge to the common Indian. This has a deep and profound effect upon the functioning of higher education sector. It has literally transformed the way we look at all aspects of quality in higher education, particularly teacher education. The renewed interest in teacher education has been activated by the free spirit. The new world enterprise seeks to create human talent pool that can adapt to new ideas, cultures and environment. Teacher Education scenario today is a cause for serious affair. Understanding the principles and aim of value based education enable teachers to create effective learning environment for teacher educators. However, teacher education curriculum across the country has been blamed for ineptitude and needs urgent reforms. If skilled-based education is introduced at the secondary level, the school system would be more productive. The Skilled India after Make-in-India initiative provides a huge opportunity for the private sector to be part of nation building at the grass-roots level. The purpose of this paper is to highlight value based skill development in the field of teacher education.

### **Purposes of Value-based Skill Development**

The primary aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. There are different ideas about the desired outcomes of education in the personal, social and moral domains. Moral values are the values that express ideas about the good life. There is constant debate about which values constitute the good life. Value based education inculcate educational and cultural values among students. Values cannot be just taught to students but have to be modelled and imbibed by adults and teachers. The educational practices of the traditional classroom are no longer effective and teachers must develop new teaching strategies that are radically different from those employed in the traditional classrooms. Teacher training is needed to help teachers equip with new strategies and techniques to promote values learning. The values incorporated in a value-based curriculum may include cooperation, responsibility, happiness, simplicity, unity, peace, honesty, respect, love, tolerance, humility, and freedom.

The main purpose of holistic education is to prepare students to meet the challenges of living as well as academics. Some teachers enter the field with almost no formal teaching skills through nominal training. In India, more than 900 M.Ed. and 16000 teachers training colleges

(B.Ed.) are running and around 27000 M.Ed. More than two lakhs B.Ed. student-teachers pass out every year from these institutions. The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education (NCFTE), which was circulated in March 2009. This Framework has been prepared in the background of the National Curriculum Framework (NCF-2005) and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009. In terms of most frequently skills needed, are attendance, timeliness, and work ethic; problem-solving skills; ability to collaborate; and reading, writing, and communication skills.

### **Challenges in Value-based Skill Development in Teacher Education**

Value based education promotes a secure physical, emotional and political locus within society. A sense of responsibility is in relation to social, political, economic, cultural and environmental factors. This is an exciting and challenging time for teacher educators. The rapid growth in the sector, both in terms of enrolment and number of institutions has thrown up new challenges of maintaining quality of education. The B.Ed. curriculum is revised from the current session (2015-16) in India keeping in view the two year duration of B.Ed. course. Work experience, physical education, art and craft, advanced research method and computer education are the additional papers of B.Ed. programme with science, social science languages and compulsory papers.

Currently, Educational research work is not very good and best practices in India are countable due to lack of research-based teacher training of in-service and pre-service teachers. The success of the innovation is equally threatened by the large number of teacher training institutions and their meagre achievements in research and development. The emergence of a networked knowledge economy presents both opportunities and challenges for teacher education. The challenges include those identified above and, while much value based skill development will be required to answer them. Outdated and traditional techniques are being used for the evaluation of performance of student teachers. These tools and techniques are largely related to cognitive aspect of the personality. Value based practices are needed in the area of teacher education and there needs to be qualitative and quantitative improvement too. In as much as majority of the participants believe in professional skill improvement strategy, results showed that pre-service teachers still face challenges in many areas; for example-

- Lack of a system of on-going professional development for teachers;

- Lack of library and Internet search skills;
- Lack of qualified personnel;
- Lack of soft skills;
- Lack of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills;
- Lack of up-to-date books and materials on teacher education;
- Lengthy admission procedure;
- Less strengthen workshops and partnership between universities and schools to prepare teachers keeping in view the 21<sup>st</sup> century.

Apart from these major forces, there are other socio-psychological problems that also inhibit skill development in India. Today, there is a gross shortage of equipment for skill development, especially in teacher education programmes. It is easy to say that teacher education should pay more attention to moral values. As we know, moral values can be incorporated in numerous different ways in education in general, and in teacher education in particular. Teacher educators can choose how they include moral values in their teaching education programme.

### **Suggestions to Improving Value-based Skill Development**

Changing world at different levels raises a big concern to focus on the relevance and importance of value education. It at the same time emphasizes on the need to train teachers in new techniques to promote a quality system of education with a focus of value based education. Teachers need to be able to imbibe values in their attitude and in action to be able to bring them into their classrooms. As such teacher education is of vital importance for the country. It is a powerful tool to build skill based society of the 21st Century. National Council for Teacher Education (NCTE) is well aware of the challenges in providing value orientation to teacher education and has been conducting orientation programs on education in human values for teacher educators. The country needs skilled and trained faculty and researchers for making India superpower in the world. A lot effort has been done by government and non-governmental agencies, but a lot still remains to be done. For this, there are some possible measures for improving value based skills in teacher education. These are:

1. The NCTE and Universities should emphasize to disseminate innovative pedagogical methods within teacher education.
2. Value-based programs help schools and teachers go hand in hand with the parents by working with them and incorporating values to provide the best educational environment possible for their children.
3. Students should be active participants in their own learning and must seek out professional development to improve their performance.
4. After a school has successfully planned a values curriculum, it is very important that the school plans orientation training workshop for teachers to enable them to implement and integrate the curriculum into the class effectively.
5. The quality of teacher education depends most heavily on the quality of teacher-educators. A systematic plan to assess and improve their competence should be prepared and implemented.
6. Professional development for teachers should be built on a framework of research-based instructional strategies that skills can help in creating high-quality learning environments in their classrooms.
7. More emphasis should give on actual classroom teaching practices rather than professional duties or responsibilities in teacher evaluation.
8. Soft skill training and development programme must be part of teachers' pre-service and in-service training.
9. Values educators must facilitate a student's personal internalized discovery that one would want to be a values-oriented and values-guided person.
10. It is a teacher's duty among other things to develop the skills in the students which are essential for a knowledge-based society and economy.
11. Libraries should be fully equipped with the latest books, journals and periodicals. A library must be online and conducive for serious study. Make available high quality e-text books, e-reference books, e-research papers and e-content in different languages free of cost to genuine learners.
12. Laboratories should be updated and obsolescence in equipment/facilities should be removed on a regular basis.
13. E-Learning appears to be a fast emerging mode of global entry at the present time. The universities and other institutions of higher education should design their web sites for offering online education worldwide.

14. Teachers should be encouraged to attend various conventions, conferences, seminars and workshops in their disciplines to update their professional knowledge and skills.
15. Universities should be committed to regular training, organizing seminars and workshops and provide both intrinsic and extrinsic rewards for pre-service teachers.

### Conclusion

Today's world is aware of the importance and relevance of value based education. The continuing development of new skills and knowledge throughout life is valuable for individuals and is essential for the community. Values in a school curriculum add a dimension to promote holistic development of the students and benefits their academic achievement. In the 21st century, all educators play a significant role in shaping the lives and careers of their students. Determining the enabling structures, policies, and strategies that can best support 21st century knowledge and skills acquisition among teacher candidates, is a first step toward creating the kind of environment that will promote this kind of learning. A properly contributing environment is needed for growth and utilization of value based skill development. All 21st century initiatives must focus on 21st century skills outcomes. This is the only way to raise the level of its skill development quality and create positive development in any society. In this new millennium, there is the need to rethink teacher education in terms of improving the quality of research and skills in pre-service and in-service teacher education globally. In conclusion, teacher educators and institutions need to develop a sense of value based skill development in such a way so as to educate students' in competence and make them succeed in the 21<sup>st</sup> century.

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**\* Corresponding Author: Mr. Rajesh Kumar**  
**Research Scholar**  
**NIMS University, Shobha Nagar Jaipur, Rajasthan**  
**Email: rajesh\_3616@rediffmail.com: 9414362312 (M)**