IMPORTANCE OF SKILL BASED AND VALUE BASED EDUCATION IN THE CURRENT SCENARIO

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Abstract

This paper focuses on the ways and means of developing skill based education. In today’s modern world the classroom teaching needs to be supplemented with skill based training. The students have an immense potential and this can be realized through different skills. Any person without values is worthless. If one possesses values the knowledge is used for the right purposes.

SKILLED BASED EDUCATION

Skill Based Education is the need of the hour. Education should develop our human resources reservoir and we should be skilled not only for the domestic market but also to join the global workforce. Shortage of skilled labour will curb the growth of a country. In the job market, there is huge gap in the skills demand – supply. This may be due to shortage of trained trainers and teachers, mismatch in the curriculum and industry expectation and a lack of global recognition of certificate courses.

Education should be skilled based rather than knowledge based.

Children must be taught how to think, not what to think.

Skilled based education can be developed in Indian school / colleges / institutions in the following ways:

1. Overcoming the perception that skill based education is for weak students:

The most common misconception about skill-based education is that it is meant for learners who are weak in studies and cannot continue to be a part of the formal educational system. Sometimes drop-out students and learners with special needs join the skill based education system but they are not given importance by the society at large. Though the attitudes are changing because of urbanization and penetration of media, it still deters learners in choosing occupations, which they perceive to be lower to his/her caste based occupation.

2. Relaxing the education qualifications requirement:
A majority of skilled based vocational and technical courses require educational qualifications for entry. This kind of entry requirement may discourage interested learners who do not have the necessary qualifications to enter the course. There is more discrimination in the case of women and learners in rural places where the person who is interested in acquiring the skill may not have the necessary basic qualification to enter the particular course. So age relaxation and educational qualification for entry to such courses should be relaxed for this section of the society if we want them to rise up in life

3. Basic Infrastructure and financial assistance to be provided by the government

In India the institutions imparting vocational education are very less in number. The infrastructure provided by these institutions is generally very poor. The location is in far off unapproachable places, classrooms are not equipped with required equipments and furniture. There are no proper workshops and trained teachers. Here the government should step-in to provide the basic infrastructure. Learners in rural areas people belong to low economic strata and do not have the finance to enroll for vocational courses. So assistance should be provided in the form of free education or payment of fees in installments or soft loans without collateral security and whose rate of interest is low. This will encourages learners from rural areas to indulge in skill based education.

4. Career Opportunities and job guarantee

Learners pursuing vocational education should get jobs immediately after their training is completed successfully. The training institutes should be able to secure jobs for the on completion of the course or they should be absorbed by the institution itself. They should be able to get work in the trade they are trained. This is to avoid mismatch between the skills taught and those in demand in the market. ‘Earn While You Learn’ will encourage many learners to take up that particular vocation.

5. Proper guidance and aptitude tests to be conducted.

The learners should be tested for their aptitude and then guided accordingly, before they enroll. This will help to avoid disappointments later on if there is a mis-match between the skills attained and those that the learner is skilled at.

6. Encourage participation of women

Women in rural areas do not get equal opportunities to learn and showcase their skills. They should be encouraged to come out of their homes and take up the relevant skill-based training to supplement their household income. For this purpose mobile training units can be used or even in-plant training. Training institutions should be held accountable for equitable intake of women;

7. Expansion of Institutions in rural areas

Institutions should be given sops and tax concessions by the government to start training branches in rural areas. Here man power is available in plenty and the unskilled labour can be trained to be skilful. This will enable the people in rural areas to take care of their families even in adverse circumstances and during off-seasons.
8. Promoting training in non-traditional fields

Skill based training programmes and pilot support schemes should include personal development. Life skills training modules and literacy training programmes should be undertaken to spread awareness and increase the literacy rate in the county.

9. Certifying the training;

Certification on successful completion of the course should be given to the learner at an earliest. This will enable the learner to find job opportunities immediately after the completion of the course.

10. Differently able people also to be imparted skill-based education

People with disabilities should be identified and special training be given to them so that they are not a burden to their family or society and can fend for themselves in spite of their disabilities. They should be encouraged to learn skills that will get them a job to lead a comfortable and independent life that comes with economic empowerment.

11. Providing continuous support and mentoring schemes;

The government should make provisions for support and continuous supply of technical inputs, providing credit and supplies and trained faculty to government run institutions to link trainees to gain experience of a specific trade.

12. Promoting self-employment and entrepreneurial concepts

Learners should be encouraged to start their own business after gaining a particular skill. Youngsters should be encouraged to become entrepreneurs after completing their training. This will encourage them to think and work differently putting their own ideas into practice. Soft loans should be proved to them for this purpose.

VALUE BASED EDUCATION

Value education can take place in schools, colleges or universities. Value based education inculcates and transmits a set of values which often come from community or religious rules or cultural ethics. It brings the learners to realize what good behaviour is and the morals and ethics to be followed in the society. Learners today are lacking an empathetic approach and hence value based education is the need of the hour. It is a teaching framework in which values are taught both unambiguously in the classroom and unconditionally by examples. The framework consists of teaching tools and techniques which practices positive universal values that guide behaviour. Value Based Education provides a thriving environment for teaching and learning academic, social and interpersonal skills. It helps the learners to discover the best of themselves and prepares them for their future working life. In value based schools, students become empowered to take up the responsibility for their own learning. They develop academic diligence and rational trust. Students can understand their work and their lives more deeply. It is an investment in individual capability and self-responsibility.
Value based education can be developed by:

1. Giving the learner an insight into values:

Value based education gives the learner, knowledge of the rules needed to function in a happy environment and seeks the development in the learner to apply these rules intelligently. The concept of value education is an umbrella of concepts that includes moral, personal, social, cultural and spiritual development, religious education and citizenship education.

2. Developing various techniques:

Value based education teaches techniques of discussion, story-telling, quotations, group singing activities etc to reinforce learning of moral values and then there are times of quiet reflection. Value based education has proved constructive for older children in getting their lives 'back on track'. It enables children to explore and put into practice a wide range of values with the potential to enrich their lives. The learners will develop a well considered personal morality and gain invaluable emotional and social skills to help them lead a fulfilled and successful life filled with happiness.

3. Being academically attentive:

In value based schools, students become academically more attentive in the school as it has a more peaceful ambience. Better relationships between the student-teacher are developed, interests improve and parents also get involved. Precise teaching of values forms an ethical language for talking about interpersonal behaviour and this becomes a mechanism for self-regulated behaviour.

4. Learners taking their own responsibility for learning:

In a Values-based schools, children develop a secure sense of themselves. They become empowered to take up the responsibility for their own learning. They develop academic diligence and relational trust. They become more expressive and talk freely. Value-based Education promotes effective learning and there is continuous improvement of personal, social, moral and economic wellbeing of the learner. Value based schools are committed to ethics and provide excellent education.

5. Better school ambience:

Learners in Value based schools show greater capacity to work independently and assume responsibility for their own learning. There is a decrease in the conflict among students and greater understanding, honesty and integrity because of the school ambience. Learners become more tolerant and cooperative in their interactions. Classrooms and playgrounds become more safer and harmonious. Greater tolerance among students is seen. Learners are careful with the school equipment and perform proper routine tasks. Learners learn to treat the school buildings and grounds ‘with respect’.

6. Student-teacher relationships becoming more trusting:
Now-a-days democratic classrooms are established. Teachers give students choices in learning activities. Teachers have become more conscious of scaffolding learners who manage their own behaviour and resolve their own conflicts. Teachers reinforce suitable behaviour, listen to the learners and respond to their anxiety and opinions. When students perceive that teachers treat them fairly, they too behave more courteously, respectfully and politely towards them.

7. Learners feeling a sense of connectivity and belonging:

In value based schools, learners gain greater capacity for self-reflection and self-appraisal. They develop a greater capacity for regulating the behaviour of their peers and even their own. Teachers too receive collegial support through opportunities provided for professional development and staff collaboration. The relationship and trust among staff and between teachers and learners get fostered.

8. Student-teacher Wellbeing

When Value Education is explicit, a common language is established among students and teachers. This leads to greater understanding of values and provides a positive centre for redirecting the learner’s unsuitable performance. Teachers recognize that the outcome of clear teaching values and developing understanding in learners results in responsible, alert and cooperative learners who are striving for better learning and social outcome. When values are clearly endorsed, it becomes incumbent on schools to ensure that staff and students both benefit from it. The teachers create a mutual and consistent school environment that supports them to perform their job more efficiently. This will also reflect the learner’s academic progress and wellbeing.

Values-based schools emphasise on value education in their curriculum and teaching. The Indian Government has currently started promoting Value education in its schools. The Department of Human Resource has taken strong steps to introduce values among schools children and has set up teacher training centers also. In India, from the leadership of B. Shaji Kumar, New Golden Education Trust (NGET) Values Based Education has progressed throughout the country among schools from first standard to twelfth standard.

As today’s students are lacking a compassionate approach, value based education is the need of the hour. It involves the development of the school environment to practice positive universal values. Value Based Education provides a successful environment for teaching and learning of intellectual, communal and interpersonal skills. The immediate aim of education is to prepare the learners for their actual needs of life.

References

