

Value Oriented Teacher Education

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Abstract

Teachers are the symbol of excellence and play a very vital role. A teacher not only influences the new generation and the upcoming workforce but also have greater responsibility. In creating qualities in pupil teacher, teacher education training plays an important role. Meaning and nature of Teacher Education has drastically changed. Now days, commercialization of education has altered the mindset of students and all the stake holders which further disintegrate the value for the teachers. These values and qualities are related to pupil teacher's behavior, personality, competence and holistic perspective. The present paper aims to highlight the importance and place of value in teacher education program in order to promote high value, growth of society and to the role of teachers in transmission of values.

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I. INTRODUCTION

We have heard the thoughts of many well known thinkers, theorists and educators like Lord Mahavira, Mahatma Gandhi, Tagore and many more who focus on the meaning of Value as the way of life which justifies the human existence. In the word of Albert Einstein we should try not to become a man of success but rather try to become a man of value.

In our Daily life we come across so many incidences which lead us to think in which direction society is moving. Whether the value exists or not. If so, what are really values? How do we go about it? Reading this chapter we can get answers to some of those questions or else we can gain some insights to examine them.

Values are the basis and an integral part of any organization. They are the building blocks of any society. Human attitude, behavior, thinking and expressions are shaped, influenced and reflected by their values and morals. Teachers Value, morale system and expectations affects the students and it's determined by their thinking, expression and behavior. Some of the Institutions have no sense of concern about the value consistency. In such type of scenario, education could be rescued and restored by Teachers concerned for values. Therefore Teacher Training Program should be responsible for creating teachers with higher value system to exercise in the classroom and it should be a continuous process of transfer from Teacher to Students.

II. VALUE: MEANING AND CONCEPT

Value is the sum total of the perceived behavior, feeling, emotions of an individual or a group in every aspect. Value also contributes and leads to a significant increase in learning outcomes. Teachers with high moral values express trust, empathy, dedication, inspiration and realize a sense of satisfaction.

Many Social thinkers, Scientists, philosophers defined Values in different ways. According to Mendel (1989), "Value is perceived differently as emotion, thinking, feeling or a state of consciousness". Value is a collection of beliefs,

morals and principles. Simply it means an amount which is important and worthwhile.

Dewey(1948) defined Value as "The worth means mainly prizing, appreciating, appraising and calculating. It refers to the act of accomplishing something and keeping it. It is also an act of evaluating the essence and quantity of value in comparison".

The word "value" originates from the Latin word "valere and Ancient French word "vloir" means money. In Psychology, values are defined as preferences, feelings or desires. Wikipedia defined value as a set of broad preferences concerning appropriate courses of actions or outcomes.

"Values can be defined as a set of norms of behavior which guides the people to do things in such a way that there will be joy, satisfaction, peace of mind and harmony among individuals and in society" (Njayarkulum, 2003).

From the above definitions, we can conceptualize Value as Interest, Beliefs, Principles / behavioral principles as leading the Human behavior and attitude towards what is acceptable or right. Every value has an underlying ethical structure/framework and universality of this framework can be difficult. Hence, it's important to see the context before being critical.

The term "Value" has two different essences. First the value which is attached to The two essence of Value are – First the value which is attached to items, person etc and second the Values one believes in and this features the character, personality of an individual or of a group, community or the culture of the country. Therefore we have to understand these two essence of Values clearly, when we are working with the principle of value.

Another definition given by Kluckhohn (1951) which has the most impact says that "A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, which influences the selection from available modes, means, and ends of action" (p. 395). Here Kluckhohn give stress on the potential of Value for action and reward From the

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above terms we can understand that the Value is something which is important to a person or group, whether it's an Organization, Society, culture or the entire nation. It shapes a framework for determining and directing our behavior, responses and feeling towards someone or something. Value guides our instincts but the degree of guidance to which our behavior or response are driven by, depends on the belief in the values.

III. SOURCES OF VALUES

Values are formalized from number of sources such as:

- Literatures
- Religion
- The Constitution of the Nation
- Social and Cultural Norms
- The School Environment
- The School subjects and Co-curricular Programs

IV. TYPES OF VALUES

Values are broadly classified as Personal, Social, Moral, Spiritual, Behavioral and Universal. Personal values are important to individuals and the beliefs important to society are termed as Societal Values whereas the ideals that are accepted by all are considered as Core or Universal Values. Eduard Spranger classifies six types of values as Theoretical Value, Social Value, Economic Value, Political Value, Religious Value and Aesthetic Value (Rao & Rao, 1996).

Gandhiji (1937) introduced Nai Talim which is also known as Basic Education. Gandhiji suggested ten values for society which he practiced himself: as

- Truth
- Non-violence
- Freedom
- Democracy (National Integration, Positive Attitude)
- Sarva Dharma Sambhava
- Equity
- Self-realisation
- Purity of ends and means
- Self-discipline
- Cleanliness

Edward Spranger's classification: Spranger (1928), a German philosopher, made an attempt to classify values into six categories, namely,

- Theoretical value
- Economic value
- Aesthetic value
- Social value
- Political value
- Religious value

NCERT (National Council of Educational Research and Training) on the basis of Gandhian Literature compiled and documented 84 Values in "Document on Social, Moral and Spiritual Values in Education".(1979)

V. VALUE ORIENTED EDUCATION

Value Oriented Education means Institutionalizing a belief system based on the Principles of values and concern for the welfare of others and the Nation. This can be achieved if we instill in the children a deep sense of dedication towards the values and the principles. We can develop moral, social, behavioural, spiritual aspects in the child through value education which are overshadowed in Formal Education.

Making good citizens is the goal of value oriented education. Students should be able to recognize national objectives like democracy and secularism. The Education Commission (1964-66) laid stress on the urgency of adopting measures for Value oriented education.

The National Policy of Education (1986) justifies the orientation of values in Education. According to NPE (1986), Education should develop universal and everlasting values in our pluralistic society, oriented towards the usefulness and integration of our people. Value oriented education means value in education not education of values. The whole education should be value oriented. In value oriented education, the values or the principles have to be integral to the entire educational process.

The School curriculum subjects itself are the repositories of values. The characteristics of any discipline are a collection of attitude, behavior which is concealed in a framework. Another source of values are co curricular activities like sport, Scouts and Guides, NCC etc.. Here children learn togetherness and share and achieve common goals when they interact. The school climate is also an important factor which always radiates values. Both Tagore and Gandhiji put emphasis on developing a favourable environment for healthy growth of child's personality in educational institutes. Therefore Education as a whole must be of value education.

VI. VALUES IN TEACHER EDUCATION

The 81st Report of Indian Parliamentary Standing Committee gives importance to the five core Universal values which are Peace, Love, Truth, Non Violence and Righteous Conduct. These universal core values are the pillars of any value based program and corresponds to the objective of Education. It also represent the domains of Learning that is Cognitive, affective, psychomotor and Spiritual.

The competitive quest for materialism has ruined the acquisition and creation of higher levels of principles or virtues. So the challenge we are facing today is ethics and morality. Material interest conflicts with those of moral and spiritual values. We experience conflict situations in multiple directions where we have to choose between principles and contentious set of principles. Therefore it is not enough to educate only about positive values instead it should also be told what we should do in such contradictory circumstances, which principle should prevail.

21st Century Teacher Education needs to be more sensitive towards educating pupil teacher to their own biases and prejudices that failed to develop capacity to work efficiently in the classroom.

The effectiveness of an Education System is determined specifically by the Teachers effectiveness. Therefore selection of competent and effective teacher is one of the most significant educational concerns. The Program would be unsustainable if the teachers are insensitive to their duty. Quality of Teacher Education depends on the teachers' values and the environment in which they work.

The curriculum and instruction designed for Teacher Training Program should consider these elements to provide the requisite curriculum insight in Interdisciplinary Course, Ability and Project based course which includes Internship, participation in co curricular activities, actions research and community work to make them understand the ultimate goals of achieving social justice, liberty, equality to all citizens and to promote fraternity to maintain unity and integrity of the nation pointed in the preamble of the Indian Constitution.

Various study showed that Pre- service Teachers were aligned and exhibit a strong desire towards their Independence, attachment and security. However their pattern of behavior was much focused with job and hardworking in nature. The importance of value system like inclusivity, harmony, equal rights, justice, and kindness was not understood by them. Achievement of these values, principles, however is the main educational goal. Therefore the values of pre service teachers should be reoriented and realigned with the educational goal as their framework of values and preferences will affect the students and the society in general.

Pre service teachers should be trained in how to inculcate the values like equality, inclusivity etc into their school subjects and they should also be prepared to teach how to combine school subjects with quality education.

In order to restore the standard and implant the values, commercialization of the Teacher Education should be constrained. Value intervention and curricular initiatives are necessary in Teacher Education program to realize the importance of Value among prospective teachers.

VII. PRESENT EDUCATION SYSTEM: DEARTH OF VALUE EDUCATION

The current education system facilitates the sharing of information through various subjects. The knowledge that we hold through the present education system fails to impart the self knowledge and the knowledge of the divine truth which is beyond time and space. It means that human being aims to achieves materialistic and superficial accomplishments but values like kindness, integrity, humanity, justice, non-violence, tolerance, etc., are absent.

The current education system infuses envy, hostility and competition. The collapse of ethics undermines the integrity of society. The basic goal of education should be to create information and culture for citizens. In today's world of prejudice and violence, values like resilience, community service, equality and social cohesion have no place.

VIII. NEED OF VALUE ORIENTED TEACHER EDUCATION

Values make our life more meaningful. Values are norms or ideals that in existence are absolutely essential. It comes from

inside and practicing as well, it refrain and helps to distinguish between good and evil. Values are the backbone of human life.

Due to lack of values in the present era, the curriculum must give importance to the Value education. Value education is very significant in almost all the spheres of human life.

IX. INTEGRATION OF VALUE EDUCATION IN NPE 2020

Value Based Education is an essential part of the current education policy NEP2020. In the paragraph 5.1 to 5.7 of National Education Policy 2020, the image and reputation of Teachers in the society is mentioned. The need for training and competence is discussed.

The five universal human values which are referred in NPE2020 are Truth, Peace, Non- violence, Love and Righteous conduct. Paragraph 15.1 to 15.11 in the policy, supports the prerequisite to restore teachers image, self, role and reputation in the society. Places with high potentials are Teacher education, values, quality and continued professional growth have been identified and embarked with detail. It is recommended that these aspects should be given preferences for implementation.

X. STRATEGIES FOR VALUE ORIENTED TEACHER EDUCATION

In the present era, role of a teacher becomes diverse in nature and tends to revolution. A teacher should preserve and cultivate values. A teacher has an enormous capacity to bring about the desired change in the society. By displaying vital values and giving students guidance by experimentations, debate and lectures. Some of the strategies for value oriented teacher education are:

- By organizing sports and cultural activities, to impart team spirit, cooperation, sharing, patience etc.
- Teachers may also ask students to maintain a spiritual diary and pledge to follow the direction shown.
- A teacher should closely monitor the students and write down the positive and negative aspects of their personality.
- To promote a sense of resemblance and diversity, national, religious, cultural festivals should be observed.
- To induce moral thinking, thought for the day should be practiced in morning assembly.
- Teacher should practice and give importance to cooperative learning in the classroom.
- The teacher should encourage students to read books and regular visit to library.
- The teacher must demonstrate the significance of Yoga, Meditation and pay out some attention on moral instruction directly or indirectly in their teachings.
- Organizing study tours and visit to historically significant locations, fairs and exhibitions.
- Organizing and participating in various clubs like environment club, nature club, community welfare club, and Swachh Bharat abhiyan.

XI. CONCLUSION

Teacher Education Training plays an important role in forming and defining pupil teachers practice, behavior, attitude and personality. The significant contribution of the Teacher Education will be to make education a significant instrument for the production of social and moral values. However some of the critical issues associated with teacher education still exist like inappropriate teaching techniques, prejudices, uncertainty, lack of professionalism and many more. Due to rapid change in society, values and beliefs are changing but the core value will be the same which gives peace and happiness to the humanity.

In the words of Swami Vivekananda, characters are the collections of habits produced by repeated actions. Teachers are one of the most important agents for creating the character of the pupil and building character is needed in nation building. Thus Teachers reinforce and foster social harmony and in the development of behaviors, values, language and institutional structures and ensure nations ethnicity, sovereignty and heritage. Hence Teacher constructs enlightened citizens.

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