



VALUE ORIENTED TEACHER EDUCATION

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Education holds the key to the all round development of one's personality. It reinforces the socio-economic dynamics of society towards equality promoting social order, which facilitates an equalitarian ethos. In fact, it is a capital necessary for constructing healthy societies. It is a dynamic process as it has to deal with the ever changing demands and the needs of the society. It is a social system which goes on changing along with changes taking place in the society. And the role of the teacher also changes in order to cope with the changes in the society and education. Education should foster universal and eternal values. It should make us more open minded and receptive to new ideas and challenges. **John Ruskin**, a noted English essayist, critic and reformer said, "Education does not mean the teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shape of letters and the tricks of numbers and leaving them to turn their arithmetic to roguery and their literature to last. It means on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept and by praise, but above all by example". Education system should bring uplift and reinforcement of human spirit. It should produce citizens not only in diverse branches of knowledge, but also persons of positive outlook, inspired with the spirit of service. Thus education serves as the best social investment. "The role of a teacher is not just limited to classroom teaching: he has to perform a very significant role in the community, of which he is a member. As an academic and intellectual member of the community, he cannot remain indifferent to what goes on in the social environment around him."(Chauhan, 2005). The Indian value system is cherished throughout the world. The history of India is full of incidents and examples where the values were not taught but internalized by the learner. This was done through rigorous training and practice where the teacher taught by setting an example and the learner observed

the teacher and learned. (Bhatia, 2006). “A value stands for ideals men live for. Values are part and parcel of the philosophy, of a nation and that of its; educational system. They are the guiding principles of life which are conducive to all round development”. (Aggarwal, 1993). It can be said that our values guide our actions. In the words of John Dewey “The value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it and also the act of passing judgment upon the nature and amounts of values as compared with something else”. Now question arises, Why values? Values provide a framework, a guide, and the rails for purposeful, quick and efficient movement through life. They give a reason to live and also bring the element of meaning into life. Our values guide our actions. A value-driven person's life is neither a see-saw nor does its movement resemble driftwood. Values are more important than valuables. This is a known fact that, Indian value system is cherished throughout the world.

Objectives of Value Oriented Teacher Education:

The main aim of value oriented education is to make the students good citizens who can share their responsibility in the changing set-up of the society in order to give the desired shape and image to the society and the country at large. The following can be enumerated as the general objectives.

1. To train student teachers to become responsible citizens in their personal and social lives.
2. To enable them to understand and appreciate the national goals of socialism and democracy and to contribute to their realization.
3. To create in them an awareness of the socio-economic conditions, and to motivate them to improve the same.
4. To enable them to become open minded and considerate in their thought and behavior and rise above prejudices based on religion, language, caste or sex.
5. To develop in them the proper attitudes, towards oneself, fellow beings and towards one's own country as well as towards people of other countries.

Different Committees and Commissions have suggested inculcation of values in students;

Report of the Secondary Education Commission (1952-53) emphasized that “No education is worth the name which does not inculcate the qualities necessary for living graciously, harmoniously, and efficiently with one's fellowmen. Amongst the qualities which should be cultivated for this purpose are discipline, cooperation, social sensitiveness and tolerance.”

Education Commission (1964-66) suggested “The inculcation of values in students such as initiative, self confidence, creativity, and the spirit of social service by introducing work experience in general education.” Report further observed “The expanding knowledge and

the growing power (science) which it places at the disposal of modern society must, therefore, be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values”.

National Policy on Education (1986) emphasized that “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.”

Ramamurti Committee (1990) highlighted the importance of value oriented teacher education.

Core Group on Value Orientation of Education (1992) also highlighted the need for value based education.

The Delor’s Committee Report (1996) laid emphasis on reorientation of pre-service and in-service teacher education for enabling teachers in acquiring intellectual and emotional qualities that a nation wants to be developed by them in their pupils.

S.B Chavan Committee Report (1999) “Value education should be a part of curriculum for teacher training programme. Prospective teachers should be introduced to the concept of value education. All methods and techniques –both direct and indirect for inculcating values in students in tune with the different stages of their psychological development should be an essential component of teacher training programme.” Committee further emphasized that values are principles which are consistent and universal and which direct our action and activities.

The parliamentary Standing Committee on Human Resource Development (1999) emphasized “The need to include value based education in school curriculum as well as in teachers training programme.”

In the same way, **B.S., Rao (2003)** highlighted “The need for continuing and reinforcing value oriented curriculum at the postgraduate level and the level of professional studies is important.”

But, value crisis is a reality today. Indeed now, moral values are disintegrating on all fronts in public and private life and only answer which is suitable to this serious problem is value-oriented teacher education so that teachers can impart value-oriented education in schools and colleges of our country. The entire system of education revolves around the teacher and the

taught. If the teacher is personally committed to the values and practices in his/her own life, it is almost certain that the students will imbibe the values for which their teacher stands. As values cannot be taught, the teachers have to ensure that these values are upheld by the children in the process of schooling. It therefore becomes imperative for the teachers to function as role models. Therefore, teachers will have to provide learning experiences for holistic development of mind, body, intellect, and emotions. Dr.APJ Abdul Kalam rightly said that “A students spends 25,000 hours in the campus. The school must have the best of teachers, who have the ability to teach, love teaching and build moral qualities.” So the challenge of teacher education will be to prepare such teachers who can provide holistic education to the children, who are the future of the nation. This will require value-oriented education for teachers before they can guide and teach the students. The National Curriculum Framework clearly explain the “Teacher trainees need to study issues related to self and identity, human relationships, adult-child gaps, assumptions, beliefs and attitudes. They could explore the meaning of ethics and values, observe and understand feelings of fear and trust and their influences in personal and social attitude, attitudes towards competition and co-operation, analyze and observe the impact of competition in personal and social life, observe the role of listening, attention and empathy and the role of a teacher in establishing relationship with children and as a communicator. (NCF, 2009/2010).**Report of Education Commission (1964-66)** also states that, “ Of all the factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teacher are undoubtedly the most significant. Superior quality of education is possible with superior quality of teachers.”

The present education system does not teach the basic human values which determine the worth of educated person. It will not be wrong to say that, the literate persons are creating more problems than the illiterate ones: because they are only literate not properly educated. It has been rightly said, “Man may be made better not as a consequence of education but during the process of education”. Literacy alone is not enough for qualitative improvement of society. There is every possibility that one may be humiliated not because he is illiterate but because he is educated without values.

Conclusion. Education without vision is waste; education without value is crime; education without mission is life burden. Value based education is an unavoidable necessity. It is rightly said that, “A nation with atomic power is not a strong nation; but a nation with people with strong character is indeed a strong nation.”If a nation is to be strong then it becomes necessary to elevate the characters of the people of that nation. This is possible when teacher

educators are ready to elevate the characters' by inculcating values in 'would be teachers' so that in turn, they can impart value oriented education to their students. Value oriented teacher education is a device, with the help of which we can bring revolution in the society.

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