



Value Orientation in Teacher Education

ROSHNI BHARATKUMAR AYTODA

Assistant Professor,

Bhagwan Mahavir College of Education, Vesu-Surat.

Gujarat (India)

Abstract:

In 21st century in the context of achieve goals of education, value education ha became issue of permanent importance. The crisis of value is pervasive resulting on adverse development in all walks of life. Value crisis is not only a problem at the national level but it is also felt globally. Values are closely related with aims of education. Values are part and parcel of the philosophy. Hence aims of education naturally concerned with values. In the other word, value oriented education is very essential to live in the responsive society. Value oriented education comprises all types of education-ethical, health, intellectual, scientific and spiritual. For the value oriented education teacher education plays very important role. Teachers are the real national builders. Teachers are the main instrument to inculcate values through different subject contents. The teacher should understand the values and should know the skills to inculcate those values among learners which would be possible through teacher education programme. But the products of the present day teacher education programme are not adequately equipped to foster value education in schools. It is hard reality that our teacher education is isolated from the mainstream of universal life. The Education Commission (1966). The National Commission (1985) pointed that the state of teacher education in the country is far from satisfactory. Value education is necessary in our teacher education programme, so that it can meet the challenges of value crisis among young generation.

Keywords: Education, Value, Value oriented education, Teacher education

1. Introduction

The crisis of value is pervasive resulting on adverse development in all walks of life. Value crisis is not only a problem at the national level but it is also felt globally. When we talk about the global community and universal brotherhood, it is felt that there is also a need of value inculcation among the young generation to support these ideas. The National Policy on education (1986) expressed its grave concern over the decline of basic moral values in society, in general and student community. Our education institutes which have not escaped the impact of its pervasive value decline have a special responsibility to respond to the situation, playing a vital role in value education. The entire education system which has failed to achieve goals of development of students, inculcate democratic values in them, needs a review by the academicians and planners of higher education in India which is going to face the challenges of 21st century.

Educational institutions are the place to prepare the future citizens. A proper value system must be inculcated by educational institutions through educational process on rationality, scientific and moral approach to life and hence a need of value oriented teachers. It was sounded in the report of education commission as The Education Commission (1964-66) begins the report with the sentence “**The destiny of India is now being shaped in its classrooms**”. The report of working group of modernization of pre-service teacher education curriculum (1987). emphasized on the value orientation of teacher. According to the report, value education has assumed a special significance in order to enable the child to reconcile the value conflict arising out of tradition and modernity, and it would be possible through proper value oriented teachers.

2. Evolution of Values

Values are closely related with aims of education. Values are part and parcel of the philosophy. Hence aims of education naturally concerned with values.

Value can be defined a conception, explicit or implicit distinctive of an individual of character stick of group of those desirable traits, which influence the selection from available modes and ends of action.

Values are a set of standards guiding the thoughts and actions of individuals. It may be described as a system of personality traits which are in harmony with the inner nature of an individual.

Value is that which renders anything useful, worth or estimable. Value covers the entire domain of the development of an integrated personality.

3. Present Scenario

The main failure of our education system is that we have failed inculcating good values. Instead of inculcating good values we have taught the students wrong values. The children are taught to earn money in any manner, as these having money are respected in the society. The education system lacks democratic principles. The students are never taught what is meant by their fundamental rights and corresponding duties

Teachers are the main instrument to inculcate values through different subject contents. The teacher should understand the values and should know the skills to inculcate those values among learners which would be possible through teacher education programme. But the product of the present day teacher education programme is not adequately equipped to foster value education in schools. It is hard reality that our teacher education is isolated from the mainstream of universal life. The Education Commission (1966). The National Commission (1985) pointed that the state of teacher education in the country is far from satisfactory.

4. Value Oriented Education and Value Oriented Teacher Education

Value oriented education includes all the teachers who can correlate their lesson to a higher purpose and meaning in life for their students. Value oriented education comprises all types of education - ethical, health, intellectual, scientific and spiritual.

Value orientation should be one of the main objects of education programme to develop students' integrated personality so that they may contribute their best to themselves and to the country.

Value orientation education need not be a separate subject to be taught by specialized teachers in separate periods. It should be an integral part of the existing system. It requires re-interpretation of the same syllabus and text books of subjects by imaginative teachers who believe in value oriented education.

As teachers are supposed to look after the total development of children and their performance is the most crucial input in the field of education, their training should be adequate to stimulate moral development of the child. Value education is necessary in our teacher education programme, so that it can meet the challenge of value crisis among young generation.

There are different approaches for value inculcation. But is very difficult to select a specific approach of value inculcation. Generally, the approaches adopted to inculcate values are from amongst the following:

- A specific subject in the curriculum like value education.
- Both specific subjects in the curriculum and integration across the subjects.

- Parent – teacher and parent – school interaction.
- Traditional system of imparting religious based education

5. Role of Teachers

Teachers are the real national builders. It is the teacher community who moulds the future society. A teacher easily includes values if he/she has professionalism and love towards his/her profession and children. A teacher, once he accepts teaching as profession, cannot make compromises with life because he has to realize he is playing with the future of the nation. The role of teacher in the context of value inculcation as following:

- Teachers, themselves should not be ignorant of basic human values. Infact they should be the living embodiment of all the human values.
- Teachers have to take care of many activities like institution administration and extra activities.
- Teachers should be helped and should be trained from time to time. Different methods should be provided to children for value inculcation.
- Every subject teacher needs to understand that practically every unit and activity could be utilized for value inculcation.
- Teachers have to develop their own programmes and activities suitable in all respects to their children.
- Teachers have to teach learner how to select information, process and how to find one's way in contradictory situation. They have to facilitate the student taking advantages of easy acces to promote their vision of the world and role in the society.

6. Specific Suggestions for Teacher Education

As teacher selection and training, competency, motivation and the conditions of work impinge directly on teachers' performance, following may be taken as specific suggestion for the improvement of teacher education programme.

1. An Alternative

An integrated teacher education programme like B.Sc., B.Ed., B.A., B.Ed., having four year duration should be adopted which is experimented effectively in Kurukshetra University, Gandhi gram rural institute and regional institute of education.

2. Follow UP

Proper steps of follow up should be taken through teacher education to maintain the quality of teacher education programme in terms of value orientation.

3. Curriculum

Need based and value based curriculum relevant to Indian society should be there in teacher education, which has been visualized by NCTE. It should be task oriented and practical.

4. Competencies

To achieve the objectives of value oriented education, teachers, trainees and teacher educators need to develop following competencies

- Philosophy of education,
- Current problem of Indian education,
- International understanding,
- Political ideologies of the nation,
- Self control and self confidence,
- Knowledge and understanding of method, media and approaches useful in teaching school subject,
- Current mastery and modern trends in education.

5. Objectives

The objectives of teacher education should be redefined in the light of value oriented education.

6. In Service Programme

Adequate provision should be there to orient in service teachers through different modes with enriched materials/packages on value education. Compulsory in service training programme of at least face to face one month duration for teachers should be organized by teacher training institute. It should be at least once in every year of service.

7. Networking

Proper networking should be established between teacher training institutions like university teaching institutions, CTEs, DIETs, etc...

8. Present system

As our system of teacher education is vast, it may be quite difficult to change the total system in a short period. So the following suggestions may be incorporated to improve the existing system.

- The courses of study should begin with the introduction of values in the list of objectives for each course. Also some topics related to values should be included in each paper
- The teacher educators should use progressive method of teaching. He/She should involve trainees in discussion, activities, projects, practicals and observations.
- At the time of practice teaching, the value components of school subjects should be reflected in general and specific objectives and evaluation. One more specific teaching teaching point in the name of 'value added/included' should be incorporated in the lesson plans.
- Experts from philosophy, yoga, ethics and moral values should be invited to give lectures on values
- Co-curricular activities like NCC, NSS, Scout, field trips etc. should occupy a dominant position in the teacher education programme. At least one activity should be compulsory for teacher trainees.

7. Conclusion

It is easier said than done. Well trained dedicated teachers alone will be able to implement value oriented educational programme. The teacher should be so prepared to fulfill the aspiration of the society, developing worth human resource with appropriate universal values. Now the time is to act. There should not be delay in restructuring and modernizing teacher education. The present periods provides a stimulating opportunity for teacher education. The professionals have to give life to the teacher education in the country.

8. Reference Material & Acknowledgement

The author has extensively used articles, reviews, journals, research work, books and newspapers while preparing this paper. The entire list of reference materials is given in alphabetical order. Grateful acknowledgement is made to all known and unknown authors and publishers.

References

1. Aggrawal, J.C. (1990). 'Indian Education in the Emerging Society', Vikas Publication: New Delhi.
2. Ayala, F. (2014). 'Evolution and Value – Expositions', Online Journals, University of California: Irvine.p.p. (50-58).
3. Bhardwaj, J. (2005). 'Value Oriented Education', Journal of Value Education, NCERT: New Delhi.
4. Dienye, V.U. (2011). 'Education for Value Orientation in a Multicultural Society: The Case of Nigeria', African Journal of Education and Technology, Vol.1, No.3.
5. Gandhi, M.M. (2014). 'Value Orientation in Higher Education – Challenges and Role of Universities and Colleges: Retrospect and Future Options', International Journal of Education and Psychological Research, Vol.3, No.1.
6. Joshi, H. (2014). 'Value – Education', International Journal of Research and Analytical Reviews, Vol.1, No.4.

7. Rushdy, S. (2005). 'Value – based Teacher Training at New Era Development Institute', Journals of Value Education, NCERT: New Delhi.
8. Seshadri, C. (2005). 'An Approach to Value Orientation of teacher Education of Teacher Education', Journal of Value Education, NCERT: New Delhi.
9. Venkataiah, N. (2005). 'Value Education', APH publication: New Delhi.
10. Willian, W.K. (1995). 'The Evolution of Values from Instinct', The Philosophical Review, Vol.24, No.2.