

INTEGRATING VALUE EDUCATION IN TEACHER EDUCATION CURRICULUM IN THE CONTEXT OF INDIA

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ABSTRACT

A most important reason for integrating value education in teacher education curriculum is the fact that the current model of education contributes to the lopsided development of students. The present model of education puts exclusive focus on cognitive to the total neglect of the affective domain. This gives rise to alienation between head and heart. Students are nurtured in a spirit of excessive competition. They are trained right from the beginning to relate to aggressive competition. The individual excellence is promoted at the cost of emotional and relational skills. Young students hardly figure out why they are in school, why they are studying different subjects and how their schooling will be helpful to them. Their understanding is confined to parroting about the subjects. They don't know how they should live their lives; commit themselves to the welfare of the country. They hardly bother about the environment and other social and moral issues. They hardly know as to what sort of persons they hope to become when they complete their education. Education of this kind reduces children into automated toys.

In the context of India, youths are little bit confused with the bombardment of the new technological devices, information explosion and violent news by the press & media. Integrating Value Education in teacher education curriculum will result in proper focus on character, cultivation of virtues like self-control, tolerance, selfless service, practice of prayer, harmony, to love all people, to help them in need and respect them etc The teacher being the moulder of the 'cast ' can easily mould little children inculcating values in them.

EDUCATION & VALUE EDUCATION

'In the changing global scenario the main aim of 'Teacher Education' will be to help people to develop themselves as responsible citizens of their immediate society and the world who shall not only live conscientiously but also strive toward building a humane mankind.'¹ Swami Vivekananda has expressed his views about education thus, 'Education is nothing but a

manifestation of the divinity already in man. Man is not just the body or even the combination of the body and the mind. He is essentially the spirit. The aim of our teaching should be to help manifest this spirit in every thought, word and action.'² In other words, value-based-education should help build up an integrated personality of the children.

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"Imbibing the qualities of good conduct, self-confidence and high values would help students earn a significant place in society. Education without values is like a flower without fragrance. Students should realize that character building is equally important as career building. A good character in life is ultimate thing that stretches person's self-realization".³

Rena, R. rightly points out that "There is a popular misconception that values are "better caught than taught". In reality however, values are both caught and taught."⁴ On the part of today's generation it is not easy to catch the values without teachers. We have to present a role model of the values to students before they can catch them. Explaining the misconception about education Mahatma Gandhi says, "The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education".⁵

CONCEPT OF VALUES

The word "value" is derived from the Latin word "Valere" meaning 'to be strong and vigorous'. For to be valuable it is necessary to have a certain value, that is the power to be some specific thing. It is the value of a thing or an idea that makes us desirable or useful to us and that can give rise to an urgent demand for or interest in something that we regard as having great value. In human life there are certain things looked upon as admirable, honorable, to be approved of and there are other things which entertain and please us but we may

regard them as not admirable, honorable and approved of. In the context of India the word for education is 'Vidya'. It is derived from the root word 'Vid', meaning, 'to know'.

The term education has its origin in the Latin word 'Educare,' which means 'to elicit'. *Educare* has two aspects, the worldly and the spiritual. Worldly education brings out the latent knowledge pertaining to the physical world. Spiritual education brings out the inherent divinity in man. So, both worldly and spiritual education are essential, without, which the human life has no value. But, spirituality finds no place in the modern education system. Only worldly education is given prominence. Just as two wings are essential for a bird to soar high in the sky, two wheels for a cart to move; so also the two types of education are needed for man to attain the goal of life. Spiritual education is for life, whereas worldly education is for a living. Only when man is equipped with these two aspects of education, he can deserve respect and adoration in society. Possession of these two aspects of education will bring not only respect and adulation, but also self-satisfaction. The worldly education, which relates to the head, is ephemeral. Reading, writing, eking out a livelihood, and attaining name and fame-all these result from worldly education. The worldly education makes man successful in the eyes of the observers, whereas the spiritual education makes him good from within.

The spiritual education relates to the heart, the origin of sacred qualities like compassion, truth, forbearance and love. Today the parents expect their children to go in for higher studies, amass wealth and become great, but very few want their children to be good. Goodness is long-lasting, whereas successfulness is temporary. Goodness forms the basis for spiritual life. There are millions and millions of people who have become successful by amassing wealth, but what is their contribution to the welfare of

society? There may be a question mark in this regard.

VALUES & CURRICULUM

'Values' education is a term used to name several things, and there is much academic controversy surrounding it. Some regard it as 'all aspects of the process by which teachers (and other adults) transmit values to pupils'.⁶ Values Education 'refers to the aspect of the curriculum that is designed to enable pupils to learn about and experience the school's or setting's values.'⁷ This includes lessons, activities and assemblies that support the learning about values. Value education has an explicit and implicit element: explicit refers to the planned experiential activities that enable the children to develop an ethical vocabulary based on the values words, which builds ethical intelligence. It was Friedrich Nietzsche, a German philosopher who first used the word 'Values' in 1880. Till then 'the word value was used as a verb meaning to value as esteem something or as a singular noun meaning the measure of something for example, the value of money, food or labour.'⁸ The philosopher used the word 'Values' in plural to denote moral beliefs and attitudes. These were personal and subjective. In modern democratic society, this concept of values has changed. The word 'Values' has come to be used in plurals for over a century. It is an imperative need in the present context of things that the whole of teacher education curriculum should be integrated with the value education.

PRESENT SCENARIO & CAUSES

The cause of declining values is multi dimensional. The erosion of values is due to combination of major social forces such as globalization, materialism, consumerism, commercialization of education, threats to humanity due to climatic changes,

environmental degradation, violence, and terrorism. These have led to insecurities, individualistic life styles, and acceleration of desires, misuse of science and technology, pessimisms, sense of alienation and other negative consequences. The state of growing up of children and youth in our country has changed and is further changing fast. No more scientific surveys are required to tell us what our own eyes and ears are witnessing. 'Our education system basically promotes rat race among our children. They have to read and mug-up entire text book without any understanding of it'.⁹

To begin with, the most important thing is the family. But the number of dysfunctional families is growing. Children indulge in crime, violence in school and outside. Mass media has senselessly gripped our children. It assaults them with information, views and prejudice in a manner that young minds can hardly discern or judge. While the questioning attitude and critical thinking needs to be encouraged in children, we find that many young people and students treat teachers with disrespect and question out of arrogance and see it as a way of questioning authority. A society in a hurry often lacks a sense of community and fraternity. Peers exert powerful influence on values development. Acts such as drug abuse, irresponsible sexual behaviour, vandalism, commercialization, stealing, cheating, confusion between heroes and celebrities as role models are witnessed more often than ever before. In a general sense, parents, schools and public feel that our youth have lost qualities of civility, respect and responsibility.

Children and youth need to be educated to practice the commonly held values of harmony and peace with self and others. Children are envoys of the future. As per the population projection, India will have one of the youngest populations in the world by 2020. This immense human resource will shape the nation and the

world. From ecological perspective, child is educated by the entire environment in which it grows and that environment is determined equally by the parents, teachers and society around. The kind of individual we produce in turn determines the kind of society we live in. If we produce individuals who are self-centered, aggressive, competitive and greedy, we cannot have a society that is non-violent, peaceful, cooperative and harmonious. Education is the main catalyst for individual transformation and social change. It is not possible to bring about basic transformation in society unless the individual is transformed. The kind of education we impart to them will have bearing on the values foundation of the society. What is urgently needed is the re-examination of the content and process what each school is teaching to children under their charge. Although value education is the responsibility of both parent and public yet school, due to its institutionalization nature, ought to take the major responsibility. Teachers have an obligation towards providing value oriented education. It cannot be done in an ad hoc and haphazard manner but has to be a conscious and deliberate well planned enterprise with knowledge and forethought. This is possible when the teacher education curriculum is integrated with value education.

VALUES AND THE CONTEMPORARY REALITIES

Our general conception about value education has been mainly expressed in terms of development of values and virtues like honesty, self-control, respect, responsibility, loyalty for personality/ character development of the individual per se without taking stock of the present situation. It is very necessary to be conscious of the prevailing social, cultural realities and conditions. Values should not be treated as ideal concepts but as 'empowering tools'. They are helpful in meeting the

challenges of the contemporary social world-be it religious fundamentalism, environmental degradation, multi-cultural conflicts, misuse of science and technology, inequalities, ill effects of mass media, globalization, commercialization and so on. The very nature of value education implies empowering the students with certain attitudes and skills. It gives them the critical ability to use them in the contemporary every day world, full of numerous challenges. In the context of schools and school education, there are some key challenges particularly in contemporary social contexts that acquire the sense of urgency which need to be addressed to at the earliest.

NEED OF VALUE EDUCATION INTEGRATED WITH TEACHER EDUCATION CURRICULUM

The whole enterprise of education is ostensibly dependent upon the development of values. Devoid of the potential to nurture values, education does not have any heart and soul. No one can possibly neglect the importance of value education. The formative years of youth in schools are crucial. Whatever is learnt and imbibed determines how students will live out their lives in future. Value education helps to provide a road map to teachers to guide children and youth along a route to live a life based on principles which are significant both as an individual as well as collective entity.

'Value-Based-Education is highly needed in our modern society because our lives have become more miserable. The quantity of education has considerably increased, but the quality has decreased. Why? The number of educated people has reached at a high level, but murder, hatred and selfishness have spread out like wildfire everywhere. Why? Many institutions are opened, but only few civilized people are produced. Why? Degrees are available for all, but the dignity has gone down. Why? Trained

people are produced from many institutions, but sincere people are very few. Why? Many books are written; much research is done; many professional achievements are attained, but humanity is threatened. Why? Therefore, we need Value-Based-Education.¹⁰ There is a crisis of character, moral decay and breakdown of traditional discipline. People want to have quick acquisition of position and wealth by whatever means, fair or foul; good / bad has been the soul motive of the products of such a defective system of education.

The so called educated resort to socially destructive and personally devastating ways of coping their stress as evident by increased rate of crime, alcoholism, drug addiction, suicides, accidents, incidents of self-harm, running away from home, depression, low self-esteem etc. Ultimately what this mean is that there is a general decline in the quality of life and absence of morality creativity. The way organized crimes such as financial frauds and terrorist acts are committed by some of the best minds endowed with the best of educational and technical attainments speak volume of the need of the teacher education curriculum

The mark of an educated person, wrote Plato in *The Republic*, is the willingness to use one's knowledge and skills to solve the problems of society. Education must imbue children with a proactive social conscience. Improvement of the quality of education has always been the key concern for education.

In recent times, quality education has been defined in more pragmatic terms. It has become synonymous with employability, preparation for the word of work, less and less consideration is given to the subject of education i.e. individual student and his/her full development as a human being. Quality of education should not be considered in fragmented terms but in a more holistic and

expanded manner not in terms of number of years of schooling but the quality aspect of the development of the individual; the formation of the whole persons and full flowering of the human being and character building. Improvement of quality of education is not the only reason for value education. The current resurgence of interest in education as a powerful means to inculcate values among students is also due to the fast degeneration of values in our country. Despite considerable progress made, our society is shaken by conflicts, corruption and violence. There has been distortion in our value system. Wherever we look, we find falsehood and corruption. Majority of us are interested in our own families and not interested in fulfilling our responsibilities to society.

'Value education has a capacity to transform a diseased mind into a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a heightened level of perception. This leads to fulfillment of the evolutionary role in man and in life'.¹¹The process of value formation with reference to different stages of development and cultural contexts highlighting the relationship of the individual and the society in ecological perspective is presented. The school has to shoulder the responsibility of inculcating value system.' Key value concerns at school stage must be anchored in the framework of student's holistic development as a human being and as a responsible member/citizen of the society. It also argues that value concerns must be rooted in the contemporary contexts, various social issues and concerns like environmental conservation, inter-faith harmony, gender equality, appreciation for multiple identities in the era of globalization, inclusivity, increasing influence of science and technology, mass media and so on. Schools are the microcosm of the world.

OUTLOOK OF PRACTICING TEACHERS TOWARDS CURRICULUM

Teachers cannot afford to take as burden or as an add-on programme/ activity of value education. They cannot take it as yet another task by schools already busy with the hard work of improving retention and academic achievement of students. Education for human values should be considered as a central core in the entire life of the students. Some aspect of human values can be dealt within the prescribed periods of the time table, but most of the vital aspects have to be kept in view and dealt within the whole school and home life as occasions arise. 'Some of the aspects can be taken in the larger functions of the whole school like daily school prayer, social service camps, sports meet, festival days, special days in memory of great people, National Days, etc.

All teachers are teachers of human values at all times of school like, practicing what they teach or preach. Internalization of value in thought, word and deed, is the goal and not mere knowledge of it.¹²

PEDAGOGY OF VALUE EDUCATION FOR TRAINEES

The pedagogy of value education for pupil teachers requires a shift from the conventional pedagogy. Attitudes, values and skills cannot be developed by forcing trainees to memorize words, and also not by impositions. Concrete experiences and opportunities to think about, to reflect, critically evaluate, appreciate one's own values and those of others, can help internationalization of values. Some general pedagogical strategies such as silent sitting, role plays, group activities and projects, group discussion, value clarification, diary writing, reflective practice etc. are worth trying. The stage specific focus and significance of using stage appropriate strategies from primary to secondary/senior secondary levels has to be

stressed. It highlights as to how school leadership has impact on the effectiveness of inculcating values. What a school needs is not just leaders in the conventional sense but people who are willing to take the responsibility to create an environment and allow others to feel empowered. The true leadership requires the act of facilitation, creating positive environment and relationships in schools. Those who are in power at different levels must make a difference.

'Education programme has a positive impact on the development of pre-service teachers' understanding of quality teaching skills and knowledge. The teaching and practice of a value-based pedagogy positively impacted on pre-service teachers with increases of knowledge, skills and confidence demonstrated on the quality teaching dimensions of intellectual quality, a supportive classroom environment, recognition of difference, connectedness and values. These findings were reinforced through the comparison of pre-service teachers who had participated in the explicit values-based pedagogical approach, with a sample of pre-service teachers who had not engaged in this same values-based pedagogical approach. A solid values-based pedagogy and practice can and does enhance pre-service teachers. understanding of quality teaching.

These findings surrounding the use of a 'values-based pedagogy in pre-service teacher education to enhance quality teaching knowledge and skills has contributed theoretically to the field of educational research, as well having practical implications for teacher education institutions and teacher education.'¹³ The whole realm of activities and programmes traditionally known as co-curricular activities conducted in school can have tremendous impact on the learning of values by students. Values are integral to the way these are organized.

EDUCATIONAL COMMISSIONS ETC ON VALUE EDUCATION

Concerns for value education are reflected in our key policy documents from time to time. After independence the National Commission of Secondary Education (1952-53) was a significant landmark in emphasizing character building as the defining goal of education. "The supreme end of the educative process should be the training of the character and personality of students. They should be able to realize their full potentialities and contribute to the well-being of the community."¹⁴ The Report of the University Education Commission (1962) noted, "If we exclude spiritual training in our institutions, we would be untrue to our whole historical development."¹⁵ The Report went on to make a case, not for religious or moral education, but for evolving "a national faith, a national way of life based on the Indian outlook on religion, free from dogmas, rituals and assertions."¹⁶ The Education Commission of 1964-66 put the spotlight on "education and national development", from which perspective it identified the "absence of provision for education in social, moral and spiritual values" as a serious defect in the curriculum. The Commission recommended that these values be taught "with the help, wherever possible, of the ethical teachings of great religions."¹⁷ Agreeing with the Sri Prakash Committee Report, it recommended "direct moral instruction" for which "one or two periods a week should be set aside in the school timetable."¹⁸

"The NPE called for a "child-centred approach" in primary education and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the open university system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based

on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India."¹⁹ The National Policy on Education (1986) expressed concern over "the erosion of essential values and an increasing cynicism in society". It advocated turning education into a "forceful tool for the cultivation of social and moral values." Education should "foster universal and eternal values, oriented towards the unity and integration of our people"²⁰.

The Programme of Action of 1992 tried to integrate the various components of value education into the curriculum at all stages of school education, including the secondary stage. The Government of India's report on Value Based Education (Chavan's Committee Report, 1999) submitted in both houses of Parliament, provided impetus to resume work on value orientation of education. The National Curriculum Framework for School Education (2000), echoing the National Policy on Education (1986), lamented the "erosion of the essential, social, moral and spiritual values and an increase in cynicism at all levels."

Against this backdrop, the framework advanced a plea to integrate value education into the curriculum asserting that "Schools can and must strive to resolve and sustain the universal and eternal values oriented towards the unity and integration of the people enabling them to realize the treasure within". It further stated that the "the entire educational process has to be such that the boys and girls of this country are able to see good, love good and do good and grow into mutually tolerant citizens" . The National Curriculum Framework, 2005 echoed the vision of education where values are inherent in every aspect of schooling. The framework articulates the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi cultural

society. Enabling children to experience dignity, confidence to learn, development of self-esteem and ethics, need to cultivate children's creativity, making children sensitive to the environment and the need for fostering democracy as a way of life rather than only as a system of governance as well as the values enshrined in the Constitution assume significance in the framework.

It further opines that independence of thought and action, capacity of value based decision making, sensitivity to others' well being and feelings should form the basis of rationale commitment to values. The NCF, 2005 particularly emphasizes Education for Peace as one of the national and global concerns. As the position paper on Education for Peace prepared by the National Focus Group as part of NCF, 2005 puts it, "Peace is contextually appropriate and pedagogical gainful point of coherence of values".²¹ Peace concretizes the purpose of values and motivates their internalization." Education for Peace has been considered as a strategy to make value education operative. It aims at equipping students with the values and attitudes required for living in harmony with oneself and others as responsible citizens.

The shift of focus, over the decades, from religious and moral education to education for peace, via value education, parallels the shifting sense and sensitivities in the larger context of education. The acceptance of education for peace as a necessary ingredient of holistic education in the western context was driven by deepening anxieties about the rise and spread of violence.

A similar pattern is obtained in our context as well. It is in such perspective; value education is subsumed in Education for Peace. If the philosophy and principles as articulated in NCF, 2005 and the position paper on Education for Peace are put into practice, value oriented education will indeed occupy the centre stage.

CONCLUSION

Value Education has long been recognized as a central element in the development of human beings. It is considered as a vital input for the holistic growth of a human being. At present there is a crisis of value system due to the fact that materialism is dominating in every sphere of life. Teachers are the builders of a nation and they can build the nation strong only by preparing good citizens when there are children with them as students. As such it becomes highly imperative that value education has to be integrated in the teacher educator curriculum. The idea is that there is a system put in place to prepare such students who are the embodiment of sound value system. Value Education is very important in a country like India where there are a lot of complexities of every sort. The challenge of teaching value education can be met if we integrate it as many subjects as possible. The pedagogy should involve students as active learners who are able to resolve the problems constructively and helping learners understand the world in which they live and realize the importance of interdependence of individuals, groups and nations. The teacher educators have to design and transact the curriculum in such a manner that the future teachers don't take value education as a burden. Instead they take it as a pious duty to realize the ultimate aim of education to bring out the best of the qualities inherent in students.

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