

09

ROLE OF VALUE EDUCATION IN TEACHER EDUCATION

Saket Ghosh,

Assistant Professor,

Bhagwan Mahaveer College of Education,
Sonapat Haryana

Abstract

Education is a liberating force as also an evolutionary force, which enables the individual to rise from more materiality to superior planes of intellectual and spiritual consciousness. Affective education is a significant dimension of teaching, which is concerned with the values, feelings beliefs, attitudes and emotional well-being of students. It is very difficult to examine that what value pupil teachers taking teacher education programmes hold and how these values changes throughout their course of study, since there. Pupil teachers will nurture our next generation.

Values give meaning and strength to an individual's character by occupying a central place in one's life. Values reflect one's personal attitude and judgments, decisions and choices behaviour and relationships, dreams and vision. These values influence our thoughts, feelings and actions and guide us to do right things.

Teachers are one of the main pillars of sound and progressive society. They bear the weight and responsibilities of teaching and apart from parents are the main source of knowledge and value for children.

Value education is education for becoming. It is concerned with the development

of the total personality of individual intellectual, social, emotional, aesthetic, moral and spiritual. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalizing and relishing them in thought and action.

The goal of value education is not to promote passive conformity and blind obedience to whatever values are passed on, but to encourage critical and reflective thinking, rational choice and responsible behaviour, respecting the autonomy of the learners. When we are value educating, we are putting the learners in situations that enable them to think, to reason, to question, to reflect, to care, to feel concern and to act.

The role of value education is very important to shape the nature and behaviour of the students. Values are integral to the process of education. They are not add-ons. All education is, in sense, value education. Value less or value neutral education is a contradiction in terms, given the meaning of value and education.

The present paper focuses on that what is value? role of values in teacher education. This paper addresses the issue of teachers' training for value education and its response to the demand for value education in teacher education programme.

Part one of the papers describes values, its needs and importance and present scenario. Part two examines the role of teacher and challenges which are being faced, Part third conclude with some Strategic points of solution which may be implemented.

PART 1

Introduction

"No great moralist was made so in neither a day nor any one of them was a born moralist"

"Education without vision is waste,

Education without value is crime, Education without mission is life burden."

A nation with atomic power is not a strong nation but a nation with people with strong character is indeed a strong nation. For the sustainable human development as well as for the social growth, there is a need of value based education. Spiritual education, ethical education, as well as need based education. Teacher plays a very important role in transmitting cultural values in the hands of the students by organizing various activities.

Values are the guiding principles of life that contribute to the all round development of individual. They give a direction to life. Value brings joy, satisfactions and peace. It adds quality in life value system is the backbone of the society. It may vary from one society to another and from time to time. But every society abides by certain moral values.

Value education is a process of education. It is a process of inducing learning, process of absorption. It involves thinker reflecting, questioning, feeling, doing, caring, experiencing. Value education, accordingly is not a process of authoritarian indoctrination of dogmas, exportation or propaganda, nor is it the claret inculcation of a body of predetermined 'right' values in the learners through didactic approaches. The goal is not to promote passive conformity and blind obedience to whatever values are passed on, but to encourage critical and reflective thinking, rational choice and responsible behavior, respect the autonomy of the learner, when we are value educating, them to think to reason, to question, to reflect, to care, to feel concern, to out.

The essence of value education is to enable children to be aware, to think and to reflect, to question and to criticize, to care and feel concern, to will and act on one's convictions on all that critically concern the welfare of human kinds.

A teacher plays an important role in affective education for teachers as carers, subject specialists, deliverers of special programmes, counselors and manages for students. Teachers are models of growing human beings, in that children unconsciously learn the ways that teachers behave and the values that teacher hold. In this sense, teacher should hold positive values towards life and the world.

Value: What is?

The meaning of value seems to be somewhat vague and it is similar to attitudes. Attitudes are indeed affective in character values are the principles in our life informing judgments as what is morally good or bad values can be thought of as a belief or conviction that something is good, desirable or preferable values are instantiated in every word we choose and speak, as well as everything we do. Although we can control our behavior, we cannot act in any productive way beyond the limits of our values.

Value Education

The phrase value education as used in the area of education refers to the study of development of essential values in pupils and the practices suggested for the promotion of the same. It include developing the appropriate sensibilities – moral, cultural, spiritual and the ability to make proper value judgment and interlize them in one's life. It is an education for becoming and involves the total personality of the individual. It is essentially man making and character building.

What Values

Quite often the question is asked, what values are to be emphasized in education? Identification of values and their classification has become an obsession and a great deal of time is spent on this aspect alone. The model of values to be adopted in teacher education should be derived from our national goals and

aspirations, universal perceptions and ethical considerations bearing on character building.

Why Value?

Before independence, we taught against the mighty British Empire with the weapons like truth and non-violence by adopting noble means for the noble cause. We held our heads high and have, given sermons and character and moral values to all the nations.

The need of value education can be summarized through the following points.

- (a) To bring quality of life and sustainable development in the society.
- (b) To guide the human beings in the right path,
- (c) To give direction and firmness to life and bring joy satisfaction and peace of life.
- (d) To preserve our culture and heritage.
- (e) To develop morality and character.
- (f) To promote the peace and harmony in the individual and in the society through education.

What shall the pupil teachers be trained in and for what?

The pupil teacher have to be trained to function as an agent who stimulate, provoke, in form and sensitive the learners with reference to vale situations in life. Through involving the learners actively in discussion, dialog and practical activities, the teacher should make then think and reflect on human actions and events. The teacher should also expose students to works of art, beauty in nature, and human relationships and actions of moral worth, and develop their moral sensibilities. Students acquire sensitivity to values and ideals by living in and coming into contact with the teaching – learning atmosphere. Such as atmosphere is not created by teachers or pupils alone. It needs the sustained, collective efforts of all concerned with education-teachers, parents, community and students. Teachers have a major role in making an atmosphere of love, trust, cooperation

and security in the process of teaching and learning.

Presents Scenario

Various kinds of programmes, are being conducted for orientation and training of teachers in value education both in pre-service and in-service. Focus is giving on personal development of the subjects through mind improvement techniques, prayer, yoga-meditation and relief from stress. The emphasis is giving on to inspire the student to live a life of peace, moral purity and spiritual development.

Teachers and teacher educators are to be prepared as value educators with reference to the concrete realities in which they has to function programmes of teachers training in value education should be rooted in the realities of school and teachers' education, with greater emphasis on values like justice, equality, compassion, cooperation and human rights.

To cope with the increasing demands on teachers, teacher education in India has become more professional, characterized by universities qualifications and a scientific orientation.

Need Curriculum reconstruction

If value education is planned as education action aimed at the development of the learners personality the most obvious may of implementing it would be to look into the processes of education itself – its aims, curriculum and methods – instead of searching for solutions from outside.

PART 2 : Role of Teachers

Teacher can play an importance role for uplifting and upgrading value education among student-teachers in teacher education programmes. We live in a time when our understanding of the role of the teacher and the power of value education are coalescing value based education.

Teaching is not a job, it is an attitude. Teacher is a source of information, a guide, a mentor, a surrogate parent, a motivator, all at the same time. Teaching is the only one profession which always deals with the future. The role of a teacher in the changing social scenario is becoming very challenging.

According to Confucius only a person who is always a source of love, morally upright and whose behavior not only in personal but also in the institutional life is impeccable is worthy of being a teacher.

Role of teachers can be summarized in three perspectives: three T's

Transfusion

Transaction

Transformation

Challenges

The biggest challenge before our education system is to meet the crisis of social and moral values and character of individual. The impact of western values has adversely affected the mindset of people which can be rectified only by imbibing our value orients of education system.

There is a great degradation and devaluation with respect to values among people in general and teachers in particular. The teachers play a very important role in the society and they are considered as nation builders, personality development, guides etc. There are number of factors which are responsible for degradation of the status of teachers for their poor performance and for the decline in teaching values such as changing social attitude, professionalism, poor quality of teaching, non responsiveness, low level of accountability, political intervention in teachers etc.

PART 3 : Strategic Plan

To face the challenges and demands to emphasize the value education in teacher training programmes the following strategies should be followed.

(a) Telling

- (b) Inculcating
- (c) Persuading
- (d) Modeling
- (e) Role playing
- (f) Simulating
- (g) Problem solving
- (h) Discussing situations, stories, Pictures
- (i) Studying biographies of great men
- (j) Moralizing

Conclusion

Indian pupil teachers undergo change in their value development, which can be observed in their attitudes towards people and the environment around them. Their values are mainly individual and about self-enhancement, focusing on teaching competence.

The student teachers will take a very important role in affective education in future, which focuses on value and programmes should not be regulated. Hidden curriculum like mentors and teacher educators in the teacher education programmes should be aware that they also play a very important role in shaping the values of the student-teacher. Teacher educators are the real leaders of the nation. The destiny of nation is shaped in its educational institutions. As education is the key to human progress and social change greatness of a nation is witnessed through its educational system.



<http://www.vidyawarta.blogspot.com>

<http://www.facebook.com/gbapug>

10

Revitalizing Commerce Education in India

Dr. Sucheta Y. Naik

Associate professor of Commerce
Shree Mallikarjun College of Arts and
Commerce, Canacona-Goa

Commerce is an integral part of our day today life. Every economic activity is interlinked with the commerce. In order to carry trade and industry successfully and to meet growing needs of the society, it requires developed skills, attitude and knowledge which are possible only through revitalized commerce education.

The country's economy is growing at a rapid speed. Economic Liberalization has opened the gates of wide opportunities of employment. This throws up tremendous opportunities for our students. To avail these opportunities we must accept the challenge and produce young men and women for shouldering the task of nation building. The objective of general education is summarized by Ranga Reddy as:

1. Learning to know (capacity to absorb new knowledge)
2. Learning to do (capability to be a productive member of the society)
3. Learning to live together (to become integrated element of the society)
4. Learning to be (all round individual development).

In order to make the commerce student a responsible citizen of the country, the second objective learning to do attains much more

significant. Hence, development of specific skills, inculcating proper attitudes and values towards life to meet demands of industry, becomes the core objective of commerce education.

Importance of Commerce Education:

1. Today, Commerce is a promising subject. Almost every human activity is related with economy, whether in the shape of trade and industry or commerce and banking. Any concern which has transaction of money, a commerce graduate has his footing there. Some of the importance of Commerce Educations are briefed below.

2. Commerce education equips the students with the general as well as specialized knowledge about economic activities which are require for earning to live.

3. It gives information to develop management skills, problem solving skills, human resource management skills, skills to manage time etc.

4. It helps for decision making in a dynamic environment.

5. It helps for all round development of the personalities of the students so that they can manage the organization/economic activities more efficiently and effectively.

6. Many courses in commerce like C.A., I.C.W.A., and C.S. give a good career break. As the economy becomes more industrialized and society becomes more complex, the knowledge and skills required to handle the situations also vary. Hence for enabling students to acquire the present desired capabilities, contents of commerce courses and their combinations need to be revitalized.

OBJECTIVES OF THE STUDY:

1. To know the growth of Commerce Education in India
2. To understand the various gaps of commerce education.