

CURRICULAR PRACTICES IN TEACHER EDUCATION WITH REGARDS TO VALUE EDUCATION

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ABSTRACT

In India, a large part of population is in schools and colleges. It is the teachers' responsibility to cater to today's educational need of students. Teachers have to work hard to develop all aspects of personality inculcate knowledge, skills and values. Well educated students will become responsible citizens and will be able to contribute to the society and country's economy too. To cater to this emerging need teacher has to be equip with competence and skills. Curriculum has to be analysed and modified according to the requirement. Right to education act, 2009 provided free and compulsory education for all children of 6-14 years. It provides equal opportunity to all. To achieve this aim of Education For All (EFA) and Serve Shiksha Abhiyan (SSA) integrated and inclusive approach would be taken. This paper analyses the curricular practises in teacher education programmes at different levels. It examines how far the teacher education programme equips the teacher with competency and skills to foster value education in order to respect to curriculum and corresponding needs of society.

Keywords: Values, Value Education

INTRODUCTION

Due to technological advancement and use of ICT anybody can easily access the knowledge and information about any topic from any part of world within few seconds. Technology is replacing teacher up to some extent. Student can easily get any content form the use of google search. It is felt that our old values are degrading so as teacher's respect and importance.

Keeping in mind of fast changing world we have to change our perspective and reconstruct the society. We have to make corresponding changes through education. This paper studies

about the curricular practices of Teacher education with respect to value education. We have to train our teachers to inculcate value education in students. Various strategies are adopted to foster value .Both curricular and co-curricular approach is adopted to inculcate vales in students. Role of teachers has become important in transforming the values.

Views about Values Education

Vivekananda emphasised to teach modern science, history, geography and literature along with the greatest truth and moral values. He said character can be improved by the habits of the individual.

Dr. S. Radhakrishan supported teachings of religion for value education at various levels of education. He said that we will have to plan for a rational religion for our conflict ridden emerging humanity.

Ravindernath Tagore granted the greatest importance to humanitarian religions. He said that these religions differ from each other in moral value, but each one is inspired by the same tendency.

Mahatma Gandhi has considered moral education to be the most important aspect of education.

Aurobindo's views: Moral education is the education of the heart, without which no one can become completely human. Basis of moral education is proper feelings, proper conduct and development of proper habits of thoughts, feelings and action. Moral education can be imparted through imitation and setting examples by teachers rather than through the discipline, text-books or lectures.

Education Commission (1964-66) recommended social, moral and spiritual values at all levels of education.

UNESCO (1972) emphasised that through education values of world peace and international understanding and unity of mankind can be promoted.

National Policy on Education (NPE1986) proposed to restructure the curriculum To make education a powerful tool to inculcate social and moral values, to eliminate illiteracy and superstition.

NPE(1986) also emphasised on national system of education based on National Curriculum framework. It includes both common core components along with other flexible components. Components of common core are history of India's freedom movement and the constitutional obligation. And other content related to nurturing national identity.

These components will cover subject and will be taken to promote values like Indian cultural heritage equality, secularism, democracy, environment protection, scientific outlook etc.

Planning commission recommended core group of value education.

Plan of action (POA) of school group covers many areas like integration of elements of value education-Text-books and non text book material, charts story-books, poster etc. Focus on co-curricular activities and teacher training, etc

Definition of values:

“Values are core beliefs which guide and motivate attitude and behaviour”

Values are guiding principles that direct our behaviour.

- According to Perry (1968), “Value means the relation of an object to a valuing subject.”
- According to Hindzay (1966), “By values we mean a person's idea of what is desirable, what he actually wants.”
- In the words of John Dewey (1966), “Value education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else.”

Types of values:

1. Innate values: Innate value is inborn natural God gifted qualities of a person. For example – kindness, love, sympathy and peace. Positive qualities e.g. honesty, simplicity, co-operation, tolerance etc.

2. Acquired values: Acquired values are those external values which are adopted from the environment where we live e.g. neighbourhood, school, colleges and surroundings etc., one learns how to dress up, how to eat food etc. We learn cultural traditions heritage, customs, language, habits, trends etc.

Categories of values

1. **Personal values:** These are deep beliefs and guiding force for behaviour and taking decisions. These are within us in our subconscious mind. These are integrated in daily life. These can be priorities like honesty then responsibly. For example, one makes decisions while making friends, taking jobs etc.
2. **Social Values:** Social values are important and necessary for interacting in family, social functions community etc. It includes neighbourhood, community, and nation. Social values include socially acceptable behaviour. There are certain set of norms in every society and everybody has to follow the norms. These norms or code of conduct are instilled into child when from early childhood, e.g. Sense of belongingness, etiquettes, tolerance, cooperation, service to others, dignity of labour, sympathy, empathy, hospitality brotherhood sharing caring and respect etc.
3. **Political Values:** Political values are the ideological beliefs. These beliefs are necessary to govern a country in a best administrative ways. For example through democratic ways, civic responsibilities and welfare of the public.
4. **Democratic Value:** Democratic values are basic beliefs of a country. Constitution is based on some principles. For example, equality, citizenship, secular, freedom of speech, national integration, peace etc. Democratic values are the ideological beliefs which are essential to govern a country or an institution or an organisation in a very effective ways. For example through democratic ways, responsibilities, accountability and welfare of the people.
5. **Cultural Values:** Cultural values are some fixed standards of what is right or wrong, it tells about desirable or undesirable behaviour in society and community. Cultural values are reflected in language, respect for others, ethics education law philosophy economics and in social institution
6. **Institutional Values:** Institutional values are beliefs of conduct or activities. For example leadership, team spirit, loyalty, initiative etc. Responsibility and accountability are two most important examples of institutional values. "A good leader takes more than their fair share of the blame and gives more than their share of credit". Arnold Glasnow.
7. **Economic Values:** Economic Values are related to money. It is related to one's belief about property and its ownership, about our contribution to government as tax, market prices, demand and supply, profit, money inflation etc.

8. **Religious values:** Religious beliefs are spiritual. These values tell us how to lead our life. For example the best way of living a life in this world.

Approaches to teaching value education

There are two approaches

1 Integrated or indirect method:

In this approach values taught in a integrated manner. Values are integrated through various subjects with different activities.

These includes

- **Physical Education:** Physical activities impart value of strength, fitness, health etc.
- **Sports education:** Sports activities are important to teach values of courage, action, initiative, leadership, self control, acceptance of failure and victory as well as to live in harmony.
- **Social study:** Lives of great personalities of famous leaders, warriors, social reformers will instruct on citizenship, patriotism, courage, hardwork, brother hood, cooperation and civic sense. It encourages utilising the leisure time by reading books on values. Through discussion and debates social values can be learnt. Social value can be taught through Morning Prayer and celebration of social functions, important national and international days.
- **Work Experience:** Through work experience we can teach manual skills recycle of west material, appreciating art, music, painting, and creation of craft work. Through work experience students learn to respect the dignity of labour, cooperation, caring for other people.

2. Curricular Approach or Direct Method:

In this approach, values are included in specific prescribed syllabus or curriculum at different levels. Teacher teaches values in class with the help of selected text-books for specific value based content.

Education and Values

According to Reid “Education is part of life, and clearly our question about values in life. Values are inseparable in education from larger question of values in life. Values are

embodied educational practice.” Therefore education is instrumental to develop a sense of discrimination between what is good and bad. One makes discrimination on the basis of values.

W.H.Kilpatrick, “The teacher must have an essential part of his professional equipment, which is here called ‘map of value’. Such a map consist of his hopes, aims, ideals, all the criticised values which he well use as aims in guiding aggregate of values, those things. Teaching should aim continually on keeping this aggregate of values, life and growing but especially it should include all that the teacher hopes for students to learn so as life for them becomes as rich and fine as possible.”

Aim of the study is to find out the importance of value education at school for reconstruction of society

Objectives of the study

1. To find out the perspective of teacher education regarding value education.
2. To find out the curricular practices in teacher education regarding value education
3. To find out the strategies to inculcate value education in schools
4. To find out the role of stakeholders in imbibing value education
5. To find out the importance of value education in teacher education for reconstruction of society

Research questions

1. What is the perspective of teacher education regarding value education?
2. What are the curricular practices in teacher education with respect to value education?
3. What strategies can be adopted to inculcate Value Education in schools?
4. What would be the role of stake holders in imbibing Value education?
5. What is the importance of Value Education in Teacher Training for reconstruction of society?

Collection of data

To find the answers of research questions, the researcher has conducted a small study to know the perspective of teachers education with respect to value education, strategies to inculcate value education, role of stake holders in fostering value education in students and importance of value education in teacher training in reconstruction of society. Keeping these

questions in mind, a questionnaire was formulated for professors having experience of teaching of many years, school principals and heads of institutions, coordinators, teachers teaching in schools.

Table: Sample

Professors	11
Principals of school	4
Teachers	9

Interpretation of data

On the basis of the responses, it has been interpreted that there is a positive attitude for inculcating value education in students. The opinion was to inculcate value education among pupil teachers to cater to the emerging needs of students.

School teachers have mentioned curricular and co-curricular activities in fostering value education, and have a huge demand for reframing the curriculum according to new changes in the outside world. The mentioned strategies in co-curricular activities like storytelling, historical plays and dramas, celebration of international and national days, experiential learning process, collaborative learning, songs, parody, mirroring, activity based teaching, values of cooperation, empathy, competitions, celebration of festivals of various religions.

Opinion about role of stakeholders like parents and teachers were considered very important and they advise to plan and conduct workshops, orientation, discussions etc. Among parents and teachers, where importance of value education, character building, community interaction are also taken care of, timely interventions where ever required, coordinated efforts among all parties involved.

Importance of value education has a major role of teachers. Unless teachers cannot be role models for students, a positive impact on students cannot be expected. Curricular change needs to be constant as the pace at which society is changing is fast. Teachers often find their Teacher Education outdated when interacting with students in real classroom settings. To bridge this gap, teachers' training needs to be constantly upgraded. But not just that, education, especially that of teachers need to transcend generational barriers. Beyond that,

education needs to be such that, teachers are equipped to be able to upgrade their own knowledge and keep up with their constantly changing society and environment.

On the basis of this small study a large scale study is recommended on the curricular practices in Teacher Education with respect to Value Education.

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