

VALUE BASED TEACHER EDUCATION: NEED OF THE HOUR

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According to Valentino, conventional knowledge is poison. It is the big missing in our fragmented truth that creates a problem. Our education system is built on separation and classification. We tell children in primary schools to look at the tree; the tree is divided into three parts- root, trunk and leaves- First act of separation. Later in middle school there are further classification and labels for different parts and the tree disappears, it is not true that the tree is divided into three parts. What is true is that we project what is in our mind. What is true is that our senses are extremely limited. When the foundation of things is fragmented knowledge, what can we expect from the learners? Right motivation? Right behavior? Right action? None of these.

The practice of teaching subjects in a disconnected way further magnifies the fragmentation. The science teacher says if there is any problem with the kids, it isn't my problem. I'm just a science teacher. I say to the teacher you teach a student how to think. 'How to think' is where emotions come from. From emotions rise motivation, and motivation is where action comes from. You are the first ring in the cognitive chain! And you think you are just the science teacher.

I ask the science teacher what percentage of the universe you know about. He can't say more than 2 % and this is what we don't know anything about 98% of the universe. You end up being controlled by external phenomena; you are controlled by the teacher who knows more about math and science than you, you are controlled by your own mind which you do not understand. What can you possibly expect in this situation but disaster? Valentino explains that children are encouraged to speak about their emotion from a very early age at his school which is running in Sarnath near Varanasi city under Alice project (Universal School of Education).

The Young, as Rousseau remarked, is good by nature but the society corrupts him/her. An individual develops his/her attitude, behaviour intentions in relevance to the society. The parent, the teachers and the society in general are responsible for children's behaviour. If we want our children to be good human beings, to be good citizens, to be moral beings, to be treasurer of higher values, we have to implant these aspects in our thought and behaviour as well. The result of the efforts will proliferate exceedingly.

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Two persons in the life of a child have the most important influence who flourishes his/her entire existence; they are none but parents and teachers. Parents at home by their nature, attitude and behavior have a prominent impact on the child's character. When the child extends his step towards the school for acquiring the basic skill of life, the teacher becomes the most important person whose behaviour essentially affects the uncrated mind (clean slate) of the child. Children get messages through day to day interaction with parents at home and teachers at school.

The nation requires teachers to be active contributor in the overall development of our future citizens obviously the children. The norms of course are decided according to the societal requirements.

Value deterioration has been acknowledged as the major catastrophe of present information revolution. Have an overlook on each and every report related to educational scenario of our country from the beginning of India as an independent nation; we could see the emphasis placed on value inculcation among our young ones.

Education commission (1964-66) highlighted the orientation of value education in democratic state giving importance to strengthening and deepening the sense of social responsibility and appreciated of moral and spiritual values.

National policy on education, 1986 accepts growing concern over the erosion of essential values and the increasing cynicism in the society. It takes note of the fact that in a culturally plural society like India one has to be extremely cautious in approach and conscious of the sensitivities before embarking upon a programme of development and nurturance of values. In a secular society, education should foster universal and eternal values oriented towards unity and integration of people and targeting to achieve social cohesion and understanding.

After the implementation of the National Policy on Education, 1986, the NCERT developed the National Curriculum for elementary and Secondary Education : A framework in 1988 which was further revised and developed in 2000 and the National Curriculum Framework for school Education (NCFSE, 2000) was released on children's day i.e. 14 November 2000 by NCERT.

The framework gives central concern for value education in school curriculum. It emphasizes the role of school in imparting values, as it cannot be left to home and community. Values related to almost all the aspects of life such as personal, social, cultural, moral, environmental, constitutional, spiritual etc. are included in the list. The five universal values "Satya", "Dharm", "Shanti", "Prem" & "Ahimsa" have been suggested for building value based education. It recommends that every teacher is teacher of values and represents the consensus position on the judicious integration of values throughout the school curriculum at all stages. It recommends the "whole school approach" and developmentally appropriate strategies for different school stage.

The National Curriculum Framework, (NCF) 2005 recommends a clear orientation towards values associated with peace & harmonious coexistence.

- The development of self-esteem and ethics, and the need to cultivate children's creativity.
- Making children sensitive to the environment and the need for its protection.
- Empowering individuals to choose peace as a way of life and enable them to become managers rather than passive spectators of conflict.
- Enabling the younger generation to reinterpret and re-evaluate the past with reference to new priorities and emerging outlooks of a changing societal context.
- Understanding human evolution and the existence of distinctness in our country as a tribute to the special spirit of our country, which allowed it to flourish.
- Understanding of the cultural diversity of this land and to be treasured as our special attribute.
- Creating consciousness about their citizenry rights and duties and commitment to the principles embodied in our constitution.
- Connecting classroom knowledge to the life experiences of children.
- Facilitating a growing appreciation of cumulative human experience, knowledge and theories by building rationally upon the contextual experiences.
- Inculcating among children a respect for all people regardless of their religious beliefs.
- Internalizing the principles of equality, justice and liberty to promote fraternity among all.

According to NCF 2005, the aims of education can be called the contemporary and contextual articulations of broad and lasting human aspirations and values. They are:

- Commitment to democracy and the values of equality, justice, others' well being, secularism, respect for human dignity and rights.
- To build a commitment to values based on reason and understanding.
- To develop capacity of carefully considered value based decision making both independently and collectively.
- Sensitivity to others' well being and feelings together with knowledge and understanding of the world should form the basis of a rational commitment to values.
- Learning to learn and the willingness to unlearn and relearn in a flexible and creative manner.

- To foster an understanding of socio-economic process by work-related experiences and help to inculcate and encourage working with others in a spirit of cooperation.
- Appreciation of beauty and art by providing means and opportunities to enhance the child's creative expression and the capacity for aesthetic appreciation.

It advocates the curricular practices based on the values enshrined in the constitution such as social justice, equality and secularism. Building a citizenry committed to democratic practices, values, sensitivity towards justice has been emphasized in this framework.

In the schools the implementation of these objectives are put forth by teachers who are trained in teacher training institutes. Hence, the objectives of teacher education have to be developed in the relevance of school education curriculum to keep pace with the changing scenario of the school education. NCTE (National Council for Teacher Education) developed the curriculum framework for quality teacher education in 1998 which also emphasized the integrative approach for value education. The National Curriculum Framework (2005) proposes a vision for teacher education. According to this teacher education must comprise the following features to enable students to:

- Understand the way learning occurs and to create plausible situation conducive to learning.
- View knowledge as personal experiences.
- Be sensitive to the social, professional and administration contexts in which they need to operate.
- Develop appropriate competencies to be able to not only seek the above mentioned understanding in actual situations, but also be able to create them.
- Attain a sound knowledge base and proficiency in language.
- Identify their own personal expectations, perceptions of self, capabilities and inclinations.
- Consciously attempt to formulate one's own professional orientation as a teacher in situation — specific contexts.
- View appraisal as a continuous educative process.
- Develop artistic and aesthetic sense in children through art education.
- Address the learning of children including those who are marginalized and disabled.

In the context of change perspective, it is imperative to pursue an integrated model of teacher education for strengthening the professionalization of teacher, develop the needed counseling skills and competencies to be facilitator for and

helper of children needing specific kinds of help in finding solution for day to day problems related to educational personal and social situation and to learn how to make productive work pedagogic medium for acquiring knowledge of various subjects, developing values and learning multiple skills.

When we compare NCF (2005) and curriculum framework for quality teacher education (1998) in the light of value education it is quite apparent that the objectives of quality teacher education need to be reframed and grown in relevance to NCF (2005) to enable the teachers to acquire the objectives of school education.

It is obvious that there is no controversy in accepting development of values as the major concern of the education. But how this is to be achieved is quite vague. For Value education some states developed separate curricular provisions whereas others integrated it with regular school activities. Whatever approach we imply it has to promote right values in learner that enable them to question, to feel, to think freely and creativity to judge actions and events rationally and to act accordingly. It involves developing the capacity to acknowledge, acquire, aspire and assimilate the right values in accordance to the noble values of life.

The teacher education curriculum should be revised in the light of the NCF (2005) and the objectives to be achieved and fulfilled through school education have to be emphasized through teacher education programme. For the acquisition of desired goal the pre service teacher training programme has to be designed to prepare teacher who are

V- Versatile

A- Amiable

L- Liable

U- Unpretentious

E- Epitome of humanity

According to C. Shesadri (2002) "The teacher has to be trained to function as an agent who stimulates, provokes, informs and sensitizes learners with reference to value situation of life. Through involving the learners actively in discussion, dialogue and practical activities the teacher should make them think and reflect on human action and events. The teacher should also expose students to work of arts, beauty, in nature and in human relationship and actions of moral worth and develop their moral sensibilities. The institutional processes in the training institution should help teachers acquire these capabilities by providing concrete situations and opportunities and actively involving them in appropriate learning experiences."

Dubey (1991) studied the concept of value education in India at school level since 1947 to 1986. Opinions from 404 schools of Delhi were collected. Findings revealed that songs and legends which highlight socially accepted values are missing from the curriculum. Value crisis is due to lack of ideal leadership, neglect of affective domain in education.

In the report of the University Education Commission (1948) it has been said that we must habituate the students to right emotions, induce in them the formation of good moral, mental and physical habits. Only what we accept willingly becomes a part of oneself. All else is a mask.

How can we build the values into the human mind? Our attempt should be to suggest and persuade, not command or impose. The best method of suggestion is by personal example, our daily life and work as well as books we read from day to day.

The emphasized objectives for overall development mentioned in the National Curriculum Framework 2005 should get a proper place in teacher education programme. The teacher education curriculum has to be designed in such a manner that it could produce versatile teachers who are capable and competent to transact the school curriculum. The teacher education programme has to be revolutionized to inculcate as well as to promote values among the future teachers. The co curricular programme has to be planned and directed to promote values among the trainees so that they can be empowered to develop direct and indirect activities for promotion of values. The teachers have to acquire desired qualities in them first then they will be certainly able to control deterioration of values among children.

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