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INTEGRATION OF VALUE EDUCATION INTO TEACHERS' TRAINING PROGRAMMES

Dr. Md Javed Miandad Ansari

Assistant Professor & Member Secretary

of

Al Hilal Mission Teachers Training Institute

(Recognized by NCTE, Govt. of India & Affiliated to the WBUTTEPA)

Abstract:-

Future growth in any country depends on its youth. Unfortunately, youth in India is getting increasingly inclined towards violence, social evils, and lack of respect towards world around them. We ourselves are to be blamed for this. Our existing environment including family system, education system and media including newspaper, T.V. etc. is presenting them a skewed picture. Under these circumstances, value education is essentially required to provide motivation and guidance to our youngsters. Value education builds character which is beneficial for growth of both the individual youth and the society in general. Teachers play an important role in helping students imbibe the values. Professional development is vital in integrating values in the classroom. Understanding the principles and aims of value education enable teachers to create effective learning environment for values education. This article addresses the issue of teachers' training for value education. Defining value education as education itself, it can be advocated the need for the preparation of a teacher as an agent for social change, to equip him or her to deliver the quality of values as per the situation and explore the process by which students develop values essential for living in the society. Teachers need to be trained to create situations and be imaginative to reflect on that situation by making students aware of values and highlighting its need. This article also suggests a plane to prepare teachers as value educators.

Key Words: Value education, Teachers' Training Programme.

Introduction:-

Values are defined in literature differently from eternal ideas to behavioral procedures. Most often values refer to standards for determining levels of goodness or desirability. Values are generally loaded with affective thoughts about ideas, objects, and behavior etc. Value Education is ingrained in every tradition of Indian culture. Yet it is a matter of great regret that gradually we are lashing our values with the result that we tend to become cornet and hypocrite. This trend must be checked urgently. Perhaps a major responsibility for the corrective action lies on our teachers, education policies and curriculum. Nevertheless education institutions can also play a significant role in the promotion of values.

Education is necessarily a process of inculcating values to equip the learner lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasized the role of education for ‘character development’, ‘bring out the latent potentialities and inherent qualities’ and developing an ‘integrated personality’ for the well-being of the individual and the society at large.

Knowledge without values is not only useless but is dangerous too for the society. Students, the future saviors of our society, are getting increasingly inclined towards violence, social evil and lack of respect towards world around them. Today, education has a very limited purpose for the students. Their only aim is to get good marks in examinations, and to use their marks sheets for getting good jobs. In spite of high education, students today are losing morality. Their respect for teachers, parents, and society in general is vanishing. Most of the problems today in our country are created not by uneducated but by educated youth. Seeing the acts of violence committed by young people all around us, we wonder if the parents and teachers have forgotten their duties towards present youth. They are expected to teach the youngsters as to how to deal with various situations in life. But from the behavior of our youth, it can be inferred that they have not been properly taught the lessons on social living in their childhood. Otherwise, teenagers cannot become cold blooded murderer or the rapists or throw acid on another person’s face. These crimes are increasing day by day by our present youth. This confirms that the parents and teachers today are neglecting the important duties of embedding social values in our teenagers.

Values are those characteristics in human being that provide them motivation and guidance throughout their lives. These values are not the property of any religion or any philosophy or any nation. These values are universal in nature and produce behavior which is beneficial both to the individual and to the society. These are the essence of healthy relationships and are essential for growth in any country. These values influence our thoughts and actions and motivate us to progress on a right path. These values contribute towards all round development of society and the country. The prosperity of any country depends on its men of enlightenment and character.

What Does it Mean to ‘Value Education’?

Value Education is a process of education. This means that it is a process of inducing learning. Learning is not a passive process of absorption. It involves thinking, reflecting, questioning, feeling, doing, caring, experiencing. Value education, accordingly, is not a process of authoritarian indoctrination of dogmas, exhortation or propaganda. Nor is it the direct inculcation of a body of pre-determined ‘right’ values in the learners through didactic approaches. When we are ‘value educating’, we are putting the learners in situation that enable them to think, to reason, to question, to reflect, to care, to feel concern, to act.

Value Education is also education in the sense that it is education for ‘becoming’. It is concerned with the development of the total personality of the 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 realizing them in thought and action. In other words, to ‘value educate’ is to develop rational critical thinking, to educate the emotions, to cultivate the imagination, to strengthen will and to train character of the learners.

Role of Value Education:-

Value Education instills educational and cultural values among students and aims at achieving multi-faceted development of a human being namely intellectual, physical, emotional, spiritual and ethical development. The values incorporated in a value-based curriculum may include cooperation, responsibility, happiness, simplicity, unity, peace, respect, love, tolerance, honesty, humility and freedom. The main purpose of holistic education is to prepare students to meet the challenges of living as well as academics.

Multiple studies have reported that value education is a holistic approach to students' education, one that provides complete education of body and mind through innovative approaches and critical educational thinking.

Value Education provides motivation and guidance to our youngsters. It builds character which is beneficial for growth of both the individual and the society in general. It influences our decision making in life and helps us to build healthy relationships in society. At present, education is only job oriented. It may secure you a job but it cannot guide you to lead your life. Education must teach a person what life is and what its goal is. It must purify the heart and clarify the vision. When there is uncertainty and a lot of negativity around, then value education channelizes energy into positive direction. It gives individuals a great sense of purpose and inculcates a sense of discipline. People who become great statesmen, sports-person or successful business entrepreneurs have certain things in common. They all believe in hard-work and in doing things which are good for the society. Creation of such 'values' in our youth is the end product of value education. Values like truth, right action, love, peace and non-violence include in a balance way the profound moral insights of the great civilization.

In this connection the following are some reasons that may be mentioned –

- It is very essential that moral awareness is promoted to orient the progress in science and technology towards the welfare of mankind.
- Some common values should be re-discovered to unite human beings.
- Role of teachers should be enhanced same to previously accepted in ancient times.
- It cannot be ignored that the rate of juvenile delinquency is increasing everywhere. It is a definite symptom of a crisis which today's youth undergoes in the process of his personal growth. In such a situation value education assumes a special significance.
- Human being should not be treated as saleable commodity that can be disposed of when they cannot help the material cause.

Whom to Blame For Degradation of Values among Youth?

The question arises as to why our youth is lacking 'values' today. The answer is simple and loud. Our present Education system, our family system, and our present society, they all have misguided priorities. Today we have hundreds of recognized universities and thousands of colleges in India which are producing lakhs of graduates every year. The Government pats its back by opening more and more of schools and colleges. It is not giving due attention to quality of education being imparted. Our youth are taught to care only about the end results and not to give importance to means. They are taught that everything is fair in love and war. As a result our youth is not bothering much about laws of society. Today, students acquire some high degrees and become egoistic in the society. The success of education is measured today with wealth and power acquired through education. None seems to be concerned about value creation through education.

Our children are getting deprived of value education in their early life when their hearts are pure and brains are fully receptive. That is the time when the imparted education leaves permanent mark in the life of persons. Though value education is important at any stage of life, still its efficiency is much more when given in the early stages of life. Practically all schools in India have no interest in subject on spiritual education. They are concerned only in teaching few languages and subjects of History, Geography and Science. Schools feel pride in adopting computer based education and to be branded as smart school. None wants to be branded 'Gurukul type' by adopting teaching in spiritual values.

Second blame goes to parents. Carried away by their blind love for their children, they blindly accept whatever their children do without bothering to correct them. Parents are neglecting their responsibility of developing right attitudes and behavior in their children.

Thirdly, our society is also equally responsible in spoiling its youth. Society respects only those persons who display their wealth and power. Persons with social values are being totally ignored. Our media and the cinema are always presenting us the stories which show that men with values are suffering in life. No one is caring to teach the excellence of Indian Culture and spirituality.

Why Links Value Education to Teacher Training?

Historically, schools have considered character development part of their mission. Education has been viewed for a long time as one way in which students learn to become responsible, moral people. More recently, the Indian Government has highlighted the need for schools to explicitly teach values education. The idea has been largely supported by parents and wider community, who feel that education must concern itself with developing character. So, initiatives in schools around the world have stressed upon an all-round development of the students by implementing value education programmes. Yet, it is a greatest challenge in education to teach how to imbibe values as it is different from imparting knowledge of mathematics or science.

Teachers help the students to perceive information and transform it to knowledge and to wisdom. At the same time, they help adolescent to develop love of knowledge and try to transform into a good citizen. Teaching values in our schools is a vital part of preparing children for the inevitable challenge and occasional pain of real life decision making. Today's world is aware of the importance and relevance of value based education. It is sad to note that the teachers today often are "unmindful" of the tremendous responsibility they have but feel contented with covering curriculum and producing intellectuals rather than humans. Lickona (1993) noted that "Character education is far more complex than teaching math or reading; it requires personal growth as well as skills development. Yet teachers typically receive almost no pre-service or in-service training in the moral aspects of their craft. Many teachers do not feel comfortable or competent in the values domain. (p.11)" the teachers are trained and qualified to teach disciplines such as mathematics but are rarely trained to teach values which is usually a very challenging thing to do. This may also be because value education does not form a separate subject study or examination at any stage of curriculum. Irrespective of why many training workshops are not available for the educators to imbibe value education, there is a strong need for training teachers in the topic for better outcome. The question that arises is 'Are teachers trained to implement such curriculum?' So, the question of how well the teachers know to impart such knowledge or be effective in promoting effective learning in value education needs to be answered.

Unfortunately most teacher training courses focus on acquiring the technical skills needed to become a teacher. Despite the desire of pre-service teachers to transform their students' lives and federal governments directive that schools and teachers must implement values education, the moral dimensions of teaching are still viewed as peripheral to the training of teachers. Most importantly, teachers must have an awareness of their own moral and value-based positions, and have spent time challenging, changing and solidifying their own beliefs.

As a teacher educator, I am aware that units within education degrees do include values-based information and situations. The subjects I teach examine human development (of which moral development is a component), student diversity and inclusiveness. These subjects, like many others within the degrees, do examine notions of fairness, equity, morality and student and teacher responsibility. Students are taught to consider their own beliefs about teaching and learning and how these may impact on their teaching style. Additionally, classroom management instruction focuses on values of respect for others opinions, student cooperation and social responsibility. Largely education degrees do not have a focus on training pre-service

teachers to become aware of their own, or teach their future students about values and morals. Often, the expression of values-laden information is done implicitly, with an expectation that the students will understand the value position being taken. For example, the examination of moral development examines theories of moral development and encourages the students to consider at what stage of moral development their students may be. We do not ask students to consider and discuss their own moral positions, the value of these, or how they would shape or challenge their students' moral position. As education degrees largely do not require teachers to consider how they would teach and develop morals and values in their students, they fail to provide pre-service teachers with strategies or resources to use if they want to educate their students about values.

What Shall the Teacher be Trained in and for What Values?

This question has to be considered in the light of the purpose of value education already discussed. The purpose is to kindle the moral and aesthetic sensibility of learners, to raise their level of value consciousness, to stimulate them to think freely and critically, to develop the ability to judge actions and events rationally, and to choose and act courageously and with conviction for the sake of the larger social good. Accordingly, the teacher has to be trained to function as an agent who stimulates, provokes, informs and sensitizes the learners with reference to value situations in 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 works of art, beauty in nature and in human relationships 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 involve them in appropriate learning experiences.

Schools act as a powerful source of value education. Children acquire sensitivity to values and ideals by living in coming into contact with the school atmosphere. Such an atmosphere is not created overnight nor by teachers or pupils alone. It needs the sustained, collective efforts of all concerned with education – teachers, parents, community leaders and students. Teachers have a major role in making school what it ought to be. They should help in creating an atmosphere of love, trust, cooperation and security in the school conducive to the development of high ideals and values. The teachers' training experience should lead to the motivation of teachers towards the attainment of these ideals.

Value Education is not a sphere of activity that is distinct from the teachers other professional activities – teaching, guiding pupils and interacting with them, organizing co-curricular activities and so on. Essentially, teaching is an act to bring about learning. The primary obligations of a teacher are to the learner and knowledge. These obligations of a teacher are non-negotiable. They imply that the teacher has to understand the learner as a person as well as a learner. Regarding the former, the teacher has to love the students and be genuinely interested in their growth and development. To get them to learn, teachers have to understand the way children learn and equip themselves with all necessary pedagogical skills to promote learning in them. They should possess the right qualities of mind and heart necessary for the pursuit of knowledge – love of knowledge, curiosity and desire to know, sincere desire to keep on learning and update knowledge, humility and honesty to admit ignorance. They should have sound social philosophy, characterized by social sensitivity, concern for social justice and human rights. It is essential that they carry out their professional obligations in accordance with the highest standards and ethics of the teaching profession. Teachers' education should provide ample experiences for the trainees to understand the professional code and its rationale, and ensure its honest observance by teachers and teacher educators on the training institution.

As stated, value Education is not to be viewed as authoritarian indoctrination in the 'right' values chosen a priori. The point to be noted is that the model of values to be adopted in public education should be derived from our national goals and aspirations, universal perceptions and ethical considerations bearing on character building, keeping in focus our commitment to a democratic, socialist and secular social order. 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 the human kind. Human rights, rights of children, gender justice, environment and 'media literacy' are some of the themes that are of particular significance to teachers' education curriculum in the present context.

Some Suggestions for Successful Teachers' Training Linking with Value Education:-

Various schools worldwide have introduced Value-Based Programmes as part of their curriculum. These curriculums are getting very popular in the schools in UK and India, and are getting attention in the schools in USA as part of character education. Training and discussion is needed to understand the underlying principles, aim and approach to value-based education. Workshops could provide a platform to teachers to practice teaching an activity imbibe values as well as give them an opportunity to experience it as a child. Through these trainings teachers cannot only understand their own values and strength but also gain a better understanding of their students.

Values cannot be just taught students but have to be modeled and imbibe by adults and teachers so that they become part of the character of the individual. The value curriculum promotes a learning environment where values are absorbed progressively and through a variety of activities structured according to the relevance and age of the students.

Teacher training is needed to help teachers equip with new strategies and techniques to promote values learning. The following components can be included for training teachers to integrate values in their classroom and make it an experiential learning –

1. Workshops on value education can be conducted and need to be interactive.
2. Discussion on underlying principles, aim and approach to values education with mentors.
3. Guide teachers in day to day lessons and transactions. Practice teaching an activity, experience an activity as a student and receive feedback from one another.
4. Equip teachers to provide as many real life situations to imbibe a value. Share creative thoughts among each other.
5. Open discussion with teachers on new ideas for improving and evolving the curriculum.

Through value oriented teacher education, the challenge of teacher education to prepare teachers to take care of the holistic education of children can be resolved. New courses and professional programs are being developed by several institutions to enable value education to be integrated in the academic curriculum. National Council for Teacher Education (NCTE) is well aware of the challenge in providing value orientation to teacher education and has been conducting orientation programs on education in human values for teacher educators.

Furthermore, the following approaches can be used for teaching values in character building activities as reported on the UNESCO APIED on Education for Affective Development:

1. **Telling:** A process for developing values that enables a pupil to have a clear picture of a value -laden situation by means of his own narration of the situation.
2. **Inculcating:** An approach geared towards instilling and internalizing norms into person's own value systems.
3. **Persuading:** The process of convincing the learner to accept certain values and behave in accordance with what is acceptable.
4. **Modeling:** A strategy in which a certain individual perceived as epitomizing desirable/ideal values is presented to the learners as a model.
5. **Role playing:** Acting out the true feelings of the actor(s) by taking the role of another person but without the risk of reprisals.
6. **Simulating:** A strategy in which the learners are asked to pretend to be in a certain situation called for by the lesson and then to portray the events and also by imitating the character's personality.
7. **Problem solving:** An approach wherein a dilemma is presented to the learners asking them what decisions they are going to take.
8. **Discussing situations, stories, pictures, etc:** This technique asks the learners to deliberate on and explain the details in the lesson.
9. **Studying biographies of great men:** This is an approach that makes use of the lives of great men as the subject matter for trying to elicit their good needs and thoughts worthy for emulation.
10. **Moralizing:** The process of working out a sense of morality through active structuring and restructuring of one's social experiences (e.g. moral reasoning and analysis).
11. **Values clarification:** Values clarification as a strategy for values development may be considered as learner-centered. It relies heavily on the pupils' ability to process his beliefs, behave according to his beliefs and to make a decision whenever confronted with a value dilemma.

Conclusion:-

Value education help students find their place in the world and build their self-confidence values in a school curriculum add a dimension to that promote holistic development of the students and benefits their academic achievement. Teachers feel a need to introduce experiential approaches to value education as a means to counter an overly cognitive national curriculum and to address issues of behavior, discipline and social attitudes. The role of teachers cannot be deemed minor in developing good character among students. Values educators must facilitate a student's personal internalized discovery that one would want to be a values-oriented and values-guided person because through such activity one can feel good about oneself, respect oneself and esteem oneself well. Professional development sessions allowing educators to interact with each other lets individual examine and view his or her own beliefs differently by using thoughts and testimonies from others. There are some training workshops available worldwide for implementing value education that have tremendously helped teachers develop skills to create a value based environment that promote inspiring and active listening classrooms. The core message of value education for teachers and teacher educators is not that they should do extra or additional things but that they should do whatever they are expected to do by their calling – teaching, testing, relating to the community, parents and students – with a sense of commitment, sincerity and dedication. The professional ethics for teachers is in itself a complete

programme of value education for teachers. This message must be conveyed in 'loud and clear' terms through all teacher education programmes.

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