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## **Value Oriented Education : Role of Teacher Education in Promoting Value Education**

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**Abstract**

*The function of true education is to build an integrated personality and values are the integral to the process of education. Value education is also an education in the sense that it is the education for 'becoming'. This paper is addressing the issue of teacher's training for value education. Defining value education as education itself. How teachers to be trained to promote value education? and their role in creating situations and be imaginative to reflect on the situation by making students aware of values and highlighting its need.*

**Key Words** *Cultivation of values, Promotion of Value Education, Jean Piaget view on value education, Role of teacher on value education, Professional Ethics*

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## **Introduction**

### **The Present Context**

The subject value education has come to acquire increasing prominence in educational discussions at all levels during recent times in our country. The issue has been projected as one of national priority in the National Educational Policy (NPE), 1986. The Policy declares: “the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values”. According to National Curriculum for Primary and Secondary Education (1985), the crisis of values our society is passing through “demands more explicit and deliberate educational efforts towards value development”. The first term of reference for the National Commission on Teachers (1983) was “to lay down clear objectives for the teaching profession with reference to the search for excellence, breadth of vision and cultivation of values.”

Jean Piaget, remarked that the principal goal of education in create persons who are capable of doing new things, now simply repeating what other generations have done-people who are creative, inventive and discoverers.

Now the basic question arises. Are we, as educators doing new things that Piaget asked? Are so busy with what we teach our students, that we forget what it is they need to learn? Are we teach our students to ask questions about themselves, their role in society, their attitudes and respond the increasing violence and intolerance? Our curriculum has to be more than syllabus more subject knowledge moving towards a process of discovery and invention of new ways of living. To do so, we should know:

### **The Integrality of Education and Values**

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’. Education is a process of bringing about ‘desirable’ changes in the way one thinks feels and acts in accordance with one’s concept of the good life. In this sense, education necessarily involves the transmission of values. Our aims of education-development of personality, pursuit of knowledge, preservation of culture, training of character-are no more than statements of our value preferences. Towards realising them we design a curriculum, a planned collection of ‘desirable’ knowledge, skills, attitudes and values that we wish to pass on to the younger generation. And this we do in ways that do not violate the freedom and autonomy of the learner. In other words, education, in its aims,

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curriculum and methods, is inseparably linked with values. The demand for value orientation of education (and teachers' education), therefore, needs to be considered visa-vis internal reform of the objectives, content and processes of school education and teachers' education.

### **What does it mean to 'Value Educate'?**

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 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 internalising and realising them in thought and action. As such the process calls into play all human faculties-knowing, feeling and doing. Not only should the learner be enabled to know the right and the good, but also to care, to feel the appropriate emotions, concern and commitment and exercise the will to do the right thing. 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 learner.

### **How Teachers to be Trained to Promote Value Education?**

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 sensibilities 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 sensitises 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 actions 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.

Value education is not a sphere of activity that is distinct from the teacher's other professional activities-teaching, guiding pupils and interacting with them,

organising co-curricular activities and the like. The very nature of teaching imposes certain obligations and commitments on a teacher. 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 nonnegotiable. 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 a sound social philosophy, characterised 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 sample experiences for the trainees to understand the professional code and its rationale, and ensure its honest observance by teachers and teacher educators in the training institution.

### **Conclusion**

In last we must say that education should aim for integrated development in the student physical mental, moral and spiritual, besides imparting knowledge in various disciplines. It should strive to make him/her ideal citizens capable of shouldering the responsibilities of national reconstruction. Thus, 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, and 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.

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