Chapter 1

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Chapter 1
INTRODUCTION

Education is a process of expansion leading to liberation – ‘Sa Vidyaya Vimukthaye’. The liberation that explained by education has two connotations – physical and spiritual. Ancient Indian education always stressed the spiritual aspects of liberation as its aim. From the physical point of view true education is learning and grasping the truth about various aspects of life and translating them into one’s own life. This enables man to become arbiter of his destiny.

Education is the process by which people acquire knowledge, skills, good habits, attitude and development of innate potentialities. It prepares one to be successful in society. The system of education, from ancient to modern period, focused on the stable development of both physical and spiritual aspects of personality.

In the spiritual point of view, education is a divine necessity that unifies body, mind and the soul. According to Baba (1994), “education must equip man to live happily without making others unhappy; education must help individual to evaluate things, pleasure and possessions correctly and without prejudice; education must fix one’s attention ever on the highest and the most precious achievement of all -the spiritual victory”. Education must compose the spirituality of life. It must broaden the vision to include entire world and all the mankind.

Right type of education should be offered in the right type of environment to the students. The right system should focus on value-based education in the knowledge-based society. Value based education will bring more tributes to the students and to the educational institutions themselves. This will ensure that students grow in both head and heart, and learn the special virtues of life (Joshi, 2007).

Through centuries, education in India has been adapting itself to revolutionary changes and has metamorphosed from ‘Gurukula system’ to its current status. Throughout its development, Indian education system focused on the spiritual aspects
of human life along with the physical development. This combination is the basis of value education system.

Value education is a searing topic of the present education system all over the world. It has achieved high priority in India too. Value education to transact values to students is considered a panacea for many problems and conflicts of the contemporary society.

**Teachers and Value Education**

All societies need teachers with qualities and values. There is a social expectation that teachers must possess certain values both in their personal and professional life. Prospective teachers acquire the values of the professional life during their pre-service teacher education programme. Pre-service teacher training is very vital in the making of a teacher because at the time of training that the future teachers can deliberately acquire all teaching skills along with values (Goel & Goel, 2005). Values provide direction to human behaviour in all walks of life. Values must be inherent in the goals of education.

In today’s fast paced competitive world, man seems to have compromised on his values, integrity and character. Instead, man uses and possesses more and more of material wealth. As a result, we see widespread corruption, unlawful activities, inhuman behaviour and immoral life, which is slowly breaking the very structure of our society, nation and the world. Therefore, there is an urgent need to introduce value based spiritual education dealing specifically with human values, to redesign the stuff of our educational system (Chatterji, 1995).

‘Man with values’ is the most important product of education. If this is the fact, all aspects of education should go through the same channel of nurturing the values. All sorts of education- the school, curriculum, planning and execution, atmosphere, parents, administration and above all the teachers – should be oriented to value development (Goel & Goel, 2005).

Well trained and dedicated teachers can only implement value education programme. If values are imbibed with a purpose, they will go a long way in making citizens of tomorrow and realize the dreams of the egalitarian society described in the constitution. Venkataiha (2004) points that for the satisfactory execution of value
education in future by the teachers, today’s teacher trainees must be equipped with the knowledge and skills which could be obtained from the value orientation in teacher education. Here comes the significance of value oriented culture of teacher education institutions.

**Development of Value Education in India after Independence**

Value education got high priority in India after independence. Several commissions and committees framed ideas for implementing value oriented education from school to university level. In spite of such enormous recommendations on value education, that value inculcation should be made an integral part of the curriculum, it is hardly visible in the run of India’s education system (Maheswari, 2003).

Maheshwari (2003) also observes that education policy documents have all along emphasized the role of education in promoting values. Right from India’s independence various commission and committees such as the University Education Commission- 1948, Sri Prakash Committee-1959-60, The Indian Education Commission- 1964-66, National Policy of Education- 1986, Report of the Core Group on Value Orientation of Education-1992, and Report of Parliamentary Standing Committee on Value Education- 1999 have underscored the need for Value orientation of education to inculcate Universal Human Values of truth, peace, love, cooperation and those emanating from our constitution such as patriotism and democratic decision making etc.

Education Commission- 1964-66 stressed upon making provision for education in social, moral and spiritual values in the school curricula. National Policy of Education-1986 emphasized the role of education in values in removing fanaticism, violence, superstition and promoting social, cultural and scientific values to make India a secular, democratic and scientific nation grounded in its cultural heritage.

The Chavan Committee Report- 1999 submitted to the Indian Parliament emphasized the need to nurture core universal values like truth, peace, love, right conduct, and non-violence in students. The National Curriculum Framework for School Education- 2000 echoed the sentiments expressed in the earlier policies regarding erosion of social, moral and spiritual values and suggested the integration of values in the curriculum.
The National Curriculum Framework (NCF), 2005 stresses that goals of education encompass respect for human rights, justice, tolerance, cooperation, social responsibility and the respect for the cultural diversity in addition to a firm commitment to democracy and non-violence. It articulates education for peace as an important national and global concern. The report on Education for Peace accompanying NCF-2005 has stated that equipping students with values, attitudes and skills to live in harmony is the goal of education. It enables students to make rational choices based on values of democracy, equality, justice, freedom, human rights and concern for the well-being of all. Value education is subsumed in education for peace. The NCF, 2005 continues that, “peace is a contextually appropriate and pedagogically gainful point of coherence for values; it concretizes the purpose of values and motivates their internalization. Without such a framework, the integration of values into the learning process remains a non-starter. Education for peace is, thus, the ideal strategy for contextualizing and making operative value education”.

Indian education experts are advocating the implementation of value-based education without even a short delay. The Parliamentary Committee in India, in its 81st report on value-based education in 1999, strongly suggested that it is to be introduced at the school level and extended to college and university level. In the secondary stage, some advanced values, which are of vital importance for national integration, should be integrated into the syllabus.

According to the parliamentary committee report 1999, “Education should aim at multifaceted development of a human being—his intellectual, physical, spiritual, and ethical development. In order to preserve, maintain and advance the position of our country in the world, it is imperative that there should be a comprehensive program of value-based education starting from the pre-primary level, embracing the entire spectrum of educational process.”

Addressing the need to introduce value-based education in schools, the National Council for Education Research and Training (NCERT), in August 2002, organized a programme on ‘National Consultation on Value Education in Indian Schools - Experiences and Strategies of Implementation.’

The highest good of all these recommendations is the demand of an effective approach to education for values by incorporating the entire educational life -
curriculum, co-curriculum, classroom environment, school management, teacher-pupil and parent-teacher relationships, teaching-learning process, and the entire range of school activities. Each activity, interaction, and structural elements of the school needs to be scrutinized for strengthening education for values. This demand envisages in-depth research and planning in the sector of value education.

**Value Orientation in Teacher Education**

The value amplification of school education is plugged on the teachers’ value potential. The value potential of teachers is being powered from the pre-service teacher training. Those who properly trained in an atmosphere of value quintessence can serve the students with socially desirable values. Value orientation of teacher education is the scaffolding factor for the future school education.

It is essential that all of the educational aspects must play a responsible role in the child’s learning of values. This responsibility is primarily vested up on teachers. They are the first and most important solution providers. A teacher who is responsible towards values must have been influenced by the institutional environment, social atmosphere and the totality of value potential from where he or she got the teacher education or training (Symonds, 1964). A value oriented institutional atmosphere can spiritually influence the individual who seeks education there.

Some institutions have already incorporated value education in the curriculum and practice, and have been conducting such courses. The Ramakrishna Institute of Moral and Spiritual Education (RIMSE), Mysore, has been conducting a value oriented B Ed course for over 40 years.

Preparing children with values at school stage is largely depending upon the value potential and value attitudes of their teachers. The water reservoir can only supply the water. The values that teachers possess filtered from them to pupils. If the water in the water tank is pure, the water in the water tap also will be pure. If the teachers have values, it will be transmitted to the students. So, any attempt on value education must focus on the value potential of the teachers (Rao, 1994). Then, the question comes, how and when teachers will become able to acquire the values. Is it enough the normal absorption values from their own social and family life? Or has there any necessity of purposely oriented attempt to develop values in teachers with
the interest of transmitting it in future to the students? All discussions on these questions will reach to a single answer that the teacher education colleges must provide such an atmosphere and training program by which prospective teachers can develop with individual and social values. Values can be developed in them if the teacher education institutions have the effective methods to transact them.

**NEED AND SIGNIFICANCE OF THE STUDY**

According to Abdul Kalam (2007) “Value oriented education assumes special significance in Indian context today, where young men and women are passing through the crisis of value treacherous character”. The words point to the urgent need of a well-designed system of value education. Studies in the area are necessary to support the successful practice of value education.

Teacher education institutions are the common platform for all prospective teachers coming from various backgrounds after completion of graduation in various disciplines. In an interactive learning environment of the institutions, where the student teachers experience the whole aspects of teacher training, the human values can be easily evoked by making students ‘with value experience’ and ‘value life’. Teacher educators and the whole institution have to present themselves as role models to be emulated. (Chatterji, 1995)

The teacher education institutions must take efforts to provide opportunities for value acquisition. The framework to prepare a teacher with values could be effectively carried out if the teacher education institutions are willing to stress values in the training programme. In this context, it is relevant to conduct an investigation to find out the methods of value inculcation that the teacher education institutions practice.

An institution that follows strong value potential can develop students in the same way. Students can develop values from the totality of the institution’s cultural climate and ethos. On this point of view, researcher decided to study value perception of student teachers in the contexts of value orientation of their institution.

Though there have many researches in the field of value education, investigative attempts are very rare in the teacher education sector in connection with
values. Hence, the present research attempt is becoming highly relevant and significant.

Teacher education institutions in India are under different types of management such as Government Colleges, Government Aided Colleges, Unaided Colleges and Autonomous Colleges. The schemes and ways of implementing teacher education programmes are varied among these colleges, even under same university. So, investigation in this regard with respect to value orientation is essentially relevant to know how these colleges work.

Government of India has identified the significance of value education and takes several steps for its implementation. NCERT, being an autonomous organization working in Education under the Ministry of Human Resource Development, aims to accumulate knowledge and experience in the field of value education. Specifically, NCERT aims to develop capacity at various levels for research, training and development of material in the area of Education in Human Values. It also provide platform to Organizations/Institutions to exchange information and develop strategies for action in the scenario of value education. The attempts from such a reputed agency point out the need of more active researches in the field of value education.

The shift of researches, studies and writings to area of value education shows the significance of the need of value education. Since the value education gets high level consideration by the governments and educational planners, and as it is identified as a social necessity, researches in the field is very important.

It is sure that the result of this study will provide helpful and fruitful guidelines to teacher education colleges to improve their attempts and practices in implementing value education and also in developing their student teachers with values. The study will help all those who are interested in preparing teacher education programs more humanitarian and value centered.

**STATEMENT OF THE PROBLEM**

The study is titled as, **VALUE PERCEPTION OF STUDENT TEACHERS IN THE CONTEXT OF VALUE ORIENTATION OF THEIR INSTITUTION**

**Definitions of Key Terms**

The key terms of the study are defined below:
Values

Values are the principles that guide man’s desires and feelings resulting in the choice of appropriate actions Ruhela (1986). Rokeach (1973) defines value as an ‘enduring belief, a specific mode of conduct or end state of existence.’

In this study ‘Values’ refers to the essential principles that guide a teacher’s desires and feelings resulting in the choice of appropriate actions concerned with his or her profession.

Perception

Perception is the act or faculty of perceiving. It is the process of attaining awareness of the environment by organizing and interpreting sensory information and the ability to observe and understood objects or materials.

Value Perception

‘Value perception’ means the act of perceiving, attaining and understanding the values from the living environment. In this study, ‘Value Perception’ refers to the measure of one’s preference of values based on the perception.

Student Teachers

The term ‘student teachers’ refer to students studying for B Ed degree course in teacher education colleges.

Value Orientation

Value Orientation is defined as the totality of value oriented programs in the teacher education college.

More specifically, Value orientation is the value embodied environment, process and programs prevailing in a teacher education institution in its academic culture, socio-physical climate, living atmosphere, administrative culture and teacher behaviour.

Institution

The term ‘institution’ in this study is defined as the institute/college that provides teacher education for Graduate Level student teachers; i.e. B Ed students.
OBJECTIVES OF THE STUDY

Following are the main objectives of the study:

1. To study the Value Perception of student teachers for the total sample.
2. To find out whether there exist significant mean difference on Value Perception between student teachers of Kerala and Tamil Nadu.
3. To compare selected teacher education institutions with respect to student teachers’ Value Perception mean scores.
4. a. To conduct contextual analysis of selected teacher education institutions based on their Value Orientation.
   b. To analyze and interpret Value Perception of student teachers in the context of Value Orientation of their institution.
5. To compare the Value Perception and Value Orientation rank order positions of selected teacher education institutions.
6. To highlight the salient features of value orientation of teacher education institutions that influencing student teachers’ value perception as identified from the findings of the study.

HYPOTHESES OF THE STUDY

Hypotheses are framed only for the analyses that are conducted with quantitative methods. They are:

1. There exist different levels of value perception among student teachers for the total sample.
2. There exist no significant mean difference on Value Perception between student teachers of Kerala and Tamil Nadu.
3. There exist no significant mean differences on Value Perception of student teachers among the selected teacher education colleges.

METHODOLOGY IN BRIEF

The present study aims to find the value perception of student teachers in the context of value orientation of their institution. The study intended to analyze the value orientation of selected teacher education institutions from the states of Kerala and Tamil Nadu. The value perception of student teachers of each of the colleges is studied separately. To realize these objectives the descriptive survey method is used.
The data collection and analysis are conducted with a combination of qualitative and quantitative methods.

**Variables of the Study**

The major variables of the study are ‘Value Perception’ of student teachers and ‘Value Orientation of the Institution’.

**Sample of the Study**

The study has conducted in eight selected training colleges from Kerala and Tamil Nadu. The purposive random sampling is the technique used to frame the sample.

Sample constituted with 766 student teachers, 392 from Tamil Nadu and 374 from Kerala. A core group of 20 and focus group of 6 to 8 student teachers are also framed from each college. The principal or a teacher endorsed by principal is also a part of the sample.

**Tools used for the Study**

The following tools were developed and used for the study:

1. ‘Student Teacher Values Inventory’ is used to collect data regarding value perception of student teachers.
2. ‘Value Orientation of Institution Inventory’ is developed to collect data from the core group on their perception of the value orientation of the institution.
3. The Informal Discussion Guideline is used to collect data regarding value orientation of institution from the Head of the Institution.
4. General Observation Blank: In order to find the infrastructure and facilities established by the college to maintain features of Value Orientation of the institution, a general observation is conducted and the General Observation Blank is used for this purpose.
5. Unstructured Interview Schedule: This is used to collect Data regarding the perception on value orientation of institution from the focus group of student teachers.

**Statistical techniques used for the study**

The statistical techniques used for the study are:
a. Descriptive statistics like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis and Procedure of Standard Deviation Distance from the Mean.

The inferential statistics like:

b. Independent sample t-test for analysis of significance of Mean differences
c. One way ANOVA for cross comparison of mean differences on value perception of student teachers among selected colleges.
d. Pearson’s Product Moment Correlation to find the relationship between the variables – student teachers’ value perception and value orientation.

Procedure of Data collection and Analysis

Data collection and analysis of the study are done with combined procedure of Quantitative and Qualitative methods. Data obtained on the variable value perception of student teachers are analyzed with statistical techniques whereas data on the variable value orientation of institution analyzed qualitatively.

The value orientation of institution is studied through two perspectives: projected context and perceived context. Projected context of value orientation means the features that claimed by the college authority as methods to transact values. The projected context of value orientation data are collected by the researcher through informal discussion with principal/teacher and general observation.

Perceived context of value orientation means the features for value transaction that are perceived by student teachers from their institution. Data on perceived context are collected through focus group interview and through administration of ‘value orientation of institution inventory’ in the core group.

SCOPES AND DELIMITATIONS OF THE STUDY

The present study is focused on the value perception of student teachers and value orientation of institution. It attempts to draw the connection of value oriented institutional culture with the value perception of the student teachers. Since the data collected for the study are from two states of India, the study owns more applicability.

The curriculum, practice, mode of operation, customs and ethos of the selected colleges are analyzed by the researcher. The study used both qualitative and quantitative methods for analyzing the data to reach on the result. The investigator hopes that the analyses of the study reveal strong results that help to generalize the relationship between values of students and institutions’ value oriented culture.
The study considered the ‘Nature of the college’ such as ‘college with planned schemes of value orientation’, ‘college with partially planned schemes of value orientation’, ands ‘the college with no planned schemes for value orientation’. Selection of this factor is very fruitful to discriminate and recognize the method of operation of colleges. Study on value oriented nature of college prospers the selection of right method for general functioning of any teacher education institution. The selection of college for study is limited at the same time. The factors like sex, religion, the subject of study, family back ground, socioeconomic background, language etc. are not studied due to time constraint and research limitations. The researcher limits the study only to B Ed students. The prospective teachers of other courses like D Ed, or TTC are not considered at all.

The study is wide in data collection from two states of South India. But only four colleges from each state were considered for data collection. It is focused on different nature and types of colleges from each states rather than number of the colleges. But only one university was considered from each state. This is a limitation experiences in the study.

Possibility of intervening biases in analysis and evaluation are high in qualitative study. Researcher is to take more strain to be unbiased in various stages of the study. Though not a limitation, it is a difficulty faced in the research.

Another major factor which is not considered in the study is the religious belief of college management. During the process of research, the researcher recognized that the religious belief and practice of the college management has strong influence in determining the cultural practices of the college. Management organizations of different religions like Hindu, Christian and Muslim are running teacher education colleges in South India. These differences are not considered in selecting the sample.

Though there have all these facts of limitations, the study is very hopeful. The results obtained will help researcher to satisfy the objectives of the study and will be prolific to generalize and suggest measures for value orientation in teacher education.