

**Two-day Seminar-cum-Workshop on Values and the Teaching Profession
conducted on 6th and 7th February 1989**

A Report



**Regional College of Education, Mysore-6
(NCERT, New Delhi)**

**Report of the Two-day Seminar-cum-Workshop on
Values and the Teaching Profession conducted
on 6th and 7th February 1989 at the Regional
College of Education, Mysore 6**

The Vice-Chancellor, University of Mysore during her visit to the College on 3rd August 1988 had expressed the need for conducting a seminar-cum-workshop on values and the teaching profession for the benefit of teacher educators. Accordingly, as a follow-up to this suggestion, the Regional College of Education, Mysore and the Post-Graduate Department of Education, University of Mysore, jointly planned a two-day seminar, which was held on 6th and 7th February 1989.

To this seminar, 40 participants were invited. Thirty teacher educators comprising of the Principal and two members of the faculty from each one of the 10 colleges of education affiliated to the University of Mysore were invited. In addition to these participants, Professors of Education of the Bangalore, Karnatak and Gulbarga Universities and some eminent teacher educators were also invited to the programme. The entire faculty of the P.G. Department of Education, University of Mysore and the Regional College of Education, and all the M.Ed. students of the University attended the two-day programme. The list of Resource Persons and Participants of the programme is given in Annexure-1.

The two-day programme was organised mainly with a view to create in teacher educators understanding and appreciation of their role in developing a sense of values in prospective teachers. Value education involves its own pedagogy. Therefore, teachers under training require specific curricular and co-curricular inputs to help them understand the relevant psychological, socio-logical and philosophical bases of value learning. This will help in developing skills and competencies required for identifying and organising appropriate learning experiences. The workshop specifically aimed at designing suitable curricular and co-curricular activities to be incorporated in the B.Ed. Programme of the University of Mysore. Keeping these aspects in view, a work-paper was prepared. This was circulated in advance to the participants invited to the programme. The text of the work-paper is given in Annexure-2.

The programme was planned to be inaugurated on 6th February 1989 by the Vice-Chancellor of the University of Mysore. However, because of some unexpected commitments, the Vice-Chancellor could not meet the participants of the workshop. She sent the following message:

"I had been a teacher and involved with teachers for over 32 years. I am really getting over-concerned about the general deterioration in values in the contemporary social life specially in the field of education. Acts of immorality have lead to unhappiness, hatred, jealousy, enmity in the society. If you look at the educational institutions at all levels, the same immorality is exhibited in the form of mass copying, indiscipline, disrespect for teachers and authority. In general, the schools and colleges at present are infected by anxiety and perplexity, discontent and indiscipline, irreverence and futility.

Are we going to be indifferent and sleep over this situation? No responsible citizen of this country should be able to do this. Let us all awaken ourselves to do something to clear the existing situation."

In the message, the following objectives of the seminar were also identified.

1. To create an awareness of the situation and its impact on society.
2. To realise that every individual teacher has responsibility towards imparting education not merely for living but for life.
3. To develop an awareness of human values in the educational system.
4. To motivate teachers to develop the values.
5. To think together how to inculcate the values among students directly and indirectly.
6. To work out an action plan to introduce an awareness course (including values, teaching the values in the class room as a subject and outside the class room) to the teacher training course at all levels - primary, secondary, etc. The course content and methods and techniques of teaching the course should be worked out.

She advised the participants of the workshop to be frank, honest and practical in their discussions.

In addition to these guidelines, the main task to be achieved in the workshop was to appreciate the concerns expressed in the National Policy on Education 1986 regarding introduction of value education at all levels of education and its implication for teacher education. In the workshop, action plan was to be developed for introducing explicitly the value education in the teacher education curriculum.

Dr.A.N.Maheshwari, Principal, Regional College of Education, Mysore, inaugurated the programme. He read out the message received from the Vice-Chancellor to the participants. Dr.C.Seshadri, Professor and Head of the Department of Education, RCE, Mysore, presented the work-paper and explained the scope of the programme and its objectives. The other Resource Persons, Prof.(Mş) A.Chari of the Krishnamurthi Foundations of India, Madras; Dr.P.R.Nair, Professor of Education, PG Department of Education, University of Mysore; and Prof.S.R.Rohidekar, Professor (Retd.), Institute for Social and Economic Change, Bangalore, made presentations covering the concept of value education and its implications for teacher education curriculum. It was pointed out by Prof.Rohidekar that the Government of Karnataka has already taken a lead in this field and has introduced value education as a school subject at the secondary level.

These presentations were followed by group discussions among the participants under the guidance of the Resource Persons. Prof.Rohidekar suggested a framework for developing the action plan.

An action plan for introducing value education in the B.Ed. curriculum was developed in the seminar-cum-workshop. It is given in the following pages.

Action Plan for adoption by all the Colleges of Education:

The participating colleges of education accepted the following actions and will implement them.

<u>Area of value</u>	<u>Specific actions to be taken</u>
<u>Development</u>	
1. Professional Ethics for teachers	The need for professional ethics, the details of the ethical code indicating teachers' obligations towards students, fellow teachers, parents and community as a whole will be taught to the teacher trainees. The code developed by the National Council for Teacher Education may be followed, if needed.
2. Our common cultural heritage	Emphasise these while teaching the courses/units
-richness and compositeness of Indian culture	-Philosophical traditions of India, education in ancient India, education in emerging Indian society, problems of Indian education.
-appreciation of Indian art and culture	
-respect for our cultural values	Organise cultural activities/festivals especially in C.T. camps.
-Unity in diversity	
-Common Indian identity and National Integration	-Screen slides and films on festivals of India and so on. The kit prepared by the NCERT on Indian Culture may be used.
-Peace and non-violence	
-Tolerance	

3. Egalitarianism, democracy and socialism
- respect for the dignity of the individual
 - respect for constitutional rights and duties
 - co-operativeness
 - sense of brotherhood, selflessness
 - tolerance
 - equality and mutual adjustment
4. Equality of Sexes
- respect for women
 - need for education of women and problem of women's education, concern and commitment towards the removal of social evils towards women.
 - appreciation of contributions and capabilities of women in different walks of life.
 - removal of sexist bias in curricular and co-curricular programmes.
- Emphasise while teaching the courses like 'philosophical foundations of education', 'methods of teaching history and civics' and units like 'personality and adjustment', 'educational opportunities', etc.
- Emphasise these while organising programmes under NSS, CTC camps and 'Socially Useful Productive Work'
- Arrange compensatory education programmes for teacher trainees themselves.
- Provide greater opportunities for group work and team achievement in cultural and sports activities.
- Emphasise while teaching courses D₁- Education in India (unit on constitutional provisions), methods of teaching history and civics, Educational Psychology (unit on 'individual differences').
- Practice of equality in the curricular and co-curricular activities.
- Organise debates/symposia on the theme.
- Educating the community on the importance of women's education, proper attitudes towards women's education, evils of dowry, etc.

5. Environment

-protection of the environment-concern for.

Emphasise while teaching courses D₁-Education in India; Methods of teaching geography and biological sciences.

-conservation of environment and natural resources

Insist with the teacher trainees on keeping the environment clean and judicious consumption of resources as and when the opportunities arise during their tenure in the institution.

-judicious consumption of resources

Organise programmes on the preparation of low-cost teaching aids.

-concern about resources-dangers of pollution.

Taking up social forestry scheme in their institution.

6. Removal of Social Barriers

Concern about the problems of

Highlight while teaching the course D₁ - Education in India and units like Indian Constitutional Provisions, Indian Philosophical Traditions, Equalising Opportunities, Universalisation of Elementary Education, etc. under D₂ - units on Group Dynamics.

-untouchability

-poverty

-social inequality

Arrange appropriate community/social service activities involving participation of all teacher trainees.

-casteism

-communalism

7. Population Education

-concern for quality and appreciation of the need for population education.

While teaching the course Educational Theory and Practice and units on Population Education, Family as an Agency of Education and Role of Family, emphasise these values.

-need for rational thinking and development of relevant healthy attitudes towards population related beliefs and issues.

As part of the course work under the additional subject 'action research', let teacher trainees conduct surveys in rural/semi-urban areas on related themes like the extent of realisation of these values in different types of community groups, nutritional status of large families, and so on.

-concern about the dangers of uncontrolled population explosion.

8. Scientific Temper

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|--|---|
| -open-mindedness | Emphasise while teaching the course on 'Education Theory and Practice' (unit on Philosophical Thinking as a Method of Enquiry), |
| -free from bias | unit on 'Practical Psychology' (unit on Methods of Psychology') and emphasise |
| -spirit of enquiry | extensively while teaching the course Methods of Teaching Physical Sciences, Biological Sciences, Geography, Mathematics and History. |
| -craving for facts and objective evidences | |
| -rational thinking | Emphasise in the additional subject Action Research |
| | Let teacher trainees conduct surveys on the scientific attitude among children, prevalence of superstitions /blind faiths, followed by group discussions. |

9. Secularism

- | | |
|---|---|
| -respect and tolerance for all religions. | Emphasise while teaching the course on 'Philosophical Foundations of Education' |
| -rationally thought out religious values | Symposia/discussions on common religious values. |

Action Plan for the revision and revitalisation of B.Ed. curriculum to focus on value development

The participants observed that there is no direct emphasis on value education in the B.Ed. curriculum and suggested the following actions to be taken by the concerned authorities.

1. A Unit on Value Education common for all the teacher trainees may be included as part of Foundation Courses.
 - Specifically, the unit will include need and significance of value education, the core elements emphasised in the NPE, methodologies and approaches to impart value education in schools, and evaluation of value development.

-The instructional methods employed here will be discussion, brainstorming, etc.

-Practical work related to the development of various values among teacher trainees should be arranged for all the trainees. For example, one of the Foundation Courses. Short duration teaching learning episodes on 'environment pollution', 'peace', 'nuclear warfare', 'population explosion', 'dowry', etc. with an emphasis on the development of concern and commitment to action have to be conducted by teacher trainees.

2. Books for general reading like Jawaharlal Nehru's 'Discovery of India', Russell's 'Impact of Science on Society', Jonathan Schell's 'Fate of the Earth' and other books on our cultural heritage by Vivekananda, Radhakrishnan, Aurobindo, Satya Sai Baba, Mahatma Gandhi and A.L.Basham may be prescribed for all teacher trainees.

(These are only suggestive.)

3. Awareness courses of short duration on 'Environment', 'Pollution', 'Technology and Man', 'Science and Religion' may be provided to all teacher trainees.

ANNEXURE 1

SEMINAR-CUM-WORKSHOP ON VALUES AND THE TEACHING PROFESSION

(Organised jointly by the Regional College of Education, Mysore-6 and
the P.G. Dept. of Studies in Education, University of Mysore, Mysore-6)

Venue: Regional College of Education, Mysore-6

Dates: 6th and 7th February 1989

Academic Coordinators:

1. Prof.A.N.Maheshwari
Principal
Regional College of Education
MYSORE - 570006
2. Dr.P.R.Nair
Professor in Education
P.G. Dept. of Studies in Education
University of Mysore
Manasagangothri
MYSORE - 570006

Resource Persons:

1. Prof.(Miss) Ahalya Chari
Besant Gardens
Besant Avenue, Adyar
MADRAS - 600020
2. Prof.S.R.Rohidekar
Jt. D.P.I. (Retd.)
No.275/9, 52nd Cross
IV Block, Rajajinagar
BANGALORE 560010
3. Dr.C.Seshadri
Professor and Head
Department of Education
Regional College of Education
MYSORE - 570006

Participants:

1. Dr.G.M.Patted
Chairman
Dept. of Studies in Education
Karnatak University
Rodda Road
DHARWAD - 580001
2. Sri S.Srikantaswamy
Lecturer
R.V. Teachers' College
Jayanagar
BANGALORE - 560011
3. Sri V.K.Krishnappa
Lecturer
Shankaregowda College of Education
MANDYA - 571 401
4. Dr.S.D.Puranik
Lecturer
P.G. Dept. of Education
Jnana Bharathi Campus
Bangalore University
BANGALORE - 560056
5. Sri E.M.Ramachandra Variar
Lecturer
Hasanamba College of Education
HASSAN - 573201
6. Smt.S.Mamatha
Lecturer
B.R.D.M. College of Education
SAKALESHPUR-573134
Hassan District
7. Sri Nagabhushanaradhya
Lecturer
B.R.D.M. College of Education
SAKALESHPUR-573134
Hassan District
8. Sri. S.Lakshmi Kantha
Lecturer
Sri Adichunchanagiri College
of Education
CHANNARAYAPATNA - 573116

9. Sri N.Krishnamurthy
Reader in Education
National College of Education
SHIMOGA - 577201
10. Sri T.S.Gopalakrishna
Lecturer
Sharada Vilas Teachers' College
Krishnamurthypuram
MYSORE - 570004
11. Smt.G.H. Parvathamma
Lecturer
P.G. Dept. of Studies in Education
University of Mysore
Manasagangothri
MYSORE - 570006.
12. Sri R.Nagendra Kumar
Research Scholar
P.G. Dept. of Studies in Education
University of Mysore
Manasagangothri
MYSORE - 570006
13. Sri S.Shivaiah
Research Scholar
P.G. Dept. of Studies in Education
University of Mysore
Manasagangothri
MYSORE - 570006
14. Smt.T.Padmini
Lecturer
P.G. Dept. of Studies in Education
University of Mysore
Manasagangothri
MYSORE - 570006
15. Sri C.G.Venkataramana Setty
Coordinator
Dept. of Extension Services
Govt. College of Education
MYSORE - 570005
16. Sri K.R.Jayadevappa
Reader in Education
Vivekananda College of Education
ARSIKERE - 573103

17. Sri C.M.Kapane Gowda
Lecturer
Vivekananda College of Education
ARSIKERE - 573103
18. Sri B.Kenchaveeraiah
Principal
Vivekananda College of Education
ARSIKERE - 573103
19. Sri M.K.Sachidanandan
Lecturer in Education
Institute of Correspondence Courses
University of Mysore
Manasagangothri
MYSORE - 570006
20. Dr.(Miss) B.N.Sujatha
Reader in Education
P.G.Dept. of Studies in Education
University of Mysore
Manasagangothri
MYSORE - 570006
21. Sri A.R.Seetharam
Lecturer
Ramakrishna Institute of Moral and
Spiritual Education
MYSORE - 570020
22. Dr.(Miss) A.S.Raghavakumari
Lecturer
P.G.Dept. of Studies in Education
University of Mysore
Manasagangothri
MYSORE - 570006
23. Smt.D.R.Sarvamangala
Lecturer
P.G. Dept. of Studies in Education
University of Mysore
Manasagangothri
MYSORE - 570006
24. Sri M.R.G. Sindhia
Principal I/c.
Govt. College of Education
MYSORE - 570005

25. Dr.(Miss) M.S.Lalitha
Reader
P.G. Dept. of Studies in Education
University of Mysore
Manasagangothri
MYSORE - 570006
26. Smt.M.P.Vijayakumari
Research Scholar
P.G. Dept. of Studies in Education
University of Mysore
Manasagangothri
MYSORE - 570006
27. Sri G.E.Rajeev
Lecturer
Hasanamba College of Education
HASSAN - 573201
28. Sri Bhamy V.Shenoy
6/1, Vivekananda Road
Yadavagiri
MYSORE - 570020
29. Sri K.Rama Rao
Principal
Ramakrishna Institute of Moral
and Spiritual Education
MYSORE - 570020
30. Sri K.Raghu
Principal
Sri Adichunchanagiri College
of Education
CHANNARAYAPATNA - 573116
31. Dr.E.R.Ekbote
Chairman
P.G. Dept. of Studies in Education
Gulbarga University
GULBARGA
32. Sri T.H.Channakeshava
Lecturer
B.R.D.M. College of Education
SAKALESHPUR - 573134

33. Sri N.B.Balajee
Lecturer in English
Institute of Correspondence Courses
University of Mysore
Manasagangothri
MYSORE - 570006
34. Dr.(Miss) K.Yeshodhara
Reader in Education
P.G. Dept. of Studies in Education
University of Mysore
Manasagangothri
MYSORE - 570006
35. Sri K.Nanjaiah
Principal
Shankaragowda College of Education
MANDYA - 571401
36. Sri B.Krishna
Lecturer
Sri Adichunchanagiri College of Education
CHANNARAYAPATNA - 573116
37. Sri H.K.Venkatarangachar
Reader
Regional College of Education
MYSORE - 570006
38. Dr.M.A.Khader
Reader
Regional College of Education
MYSORE - 570006
39. Dr.S.Dandapani
Professor in Education
Regional College of Education
MYSORE - 570006
40. Dr.V.Ramachandra Rao
I/c. Extension Department
Regional College of Education
MYSORE - 570006

ANNEXURE 2

SEMINAR ON "VALUES AND THE TEACHING PROFESSION" - A WORK PAPER

Increasing concern is expressed every day about the general deterioration in values experienced (in contemporary social life and the need for appropriate educational action to meet the challenge. The National Policy on Education, 1986 (NPE) and the National Commission on Teachers-I (NCT) have articulated this concern and the needed educational response in their recommendations. The NPE has stated: "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."

Although 'development of values' remains a perennial aim of education, the very meaning of education implying an engagement with values, the current debate about value education and the context raise several questions. Leaving aside the more reflective and philosophical questions and focussing only on those having directly to do with the immediate practical concerns of the teacher and the teacher educator, two questions stand out:

What kinds of values should education foster in a culturally diverse context like ours?

What shall we - teachers, teacher educators, educational institutions - do to promote these values, in the socio-cultural milieu in which we have to operate?

The NPE itself has come out with the declaration that 'In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, value education has a profound positive content based on our heritage, national goals and universal perceptions. It should lay primary emphasis on this aspect.'

The NCT also addressed itself to several questions relating to the value orientation of education and made suitable recommendations. Two of its terms of reference were to 'lay down clear objectives for the teaching profession with reference to the search for excellence, breadth of vision and cultivation of values in keeping with the country's heritage and ideals of democracy, secularism and social justice, and recommend measures to enhance the role of teachers in facilitating, motivating and inspiring students in the acquisition of knowledge, skills and values, and promoting through them the spread of the scientific temper, secular outlook, environmental consciousness and civic responsibility. This statement itself identifies some values of current relevance and validity to be emphasised and cultivated.

Ideas on what values should be fostered through education has also been expressed in the common core of the National System of Education elaborated in the NPE. The common core emphasises instilling a nationally shared perception and values and creation of an ethos and value system in which a common Indian identity may be strengthened. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. The core elements will cut across subject areas and will be designed to promote values contained in/relevant to

- our common cultural heritage
- Egalitarianism, Democracy and Socialism
- Equality of the sexes
- Protection of the environment
- Removal of social barriers
- Observance of the small family norm
- Scientific temper

Apart from these, we would like our people to develop the values of secularism, international cooperation and peaceful co-existence, pursuit of excellence, equality, and national integration.

It is against this background of reflection and discussion on ideas and principles relating to education and values that the present two-day seminar on 'Values and the Teaching Profession' is being arranged. The seminar participants will be mainly those involved in the education of teachers-principals/heads of teacher education institutions, teacher educators in colleges of education and faculty from the postgraduate departments of education in the region. This group can play a vital role in educational transformation as it deals with teachers-in-the making and can influence significantly their outlook on their own profession, students, knowledge and the nation. The two day seminar seeks to provide the participants an opportunity to reflect on the whole issue of value orientation to education and their specific role. Distinguished resource persons will be invited to the seminar and the participants will have an opportunity to interact with them and gain new insights. In specific terms, the objectives of the two-day seminar would be:

1. to develop appreciation of and commitment to the core values of Indian education as perceived by the NPE, etc.,
2. to analyse the role and function of teacher educators with reference to the development of these values,
3. to appreciate the significance of the value dimension in teacher education,
4. to exchange views and ideas on the general improvement of the 'tone' of their institutions,
5. to formulate institutional action plans to discharge the 'value education function' in teacher education.
