

13- EBI
07/2017

Innovative Trends in Teacher Education with Special Reference to Environmental Education

Chief Editor

Prof. V. DAYAKARA REDDY

Editors

C.D. Swarnalatha

B. Yella Reddy

G. Anand Amruth Raj

K. Sudhakar



Canadian Academic Publishing

81, Woodlot Crescent, Etobicoke, Toronto, Ontario, Canada.

Postal Code – M9W6T3. www.canadapublish.com

About the Editors

CHIEF EDITOR

Prof. V. Dayakara Reddy for the past 32 years served in S.V.University in different positions as Assistant Professor, Associate Professor and Professor in Department of Education. He is the Head of the Department for 13 years and was Principal of IASE for 7 years. He served as BOS Chairman, in Education for S.V.University and also other universities. He guided for 23 Ph.D. degrees, 19 M.Phil' degrees and still 9 candidates are working for research under his guidance. He has published 10 books and presented more than 50 papers in National and International Conferences. He organized various National, Regional Seminars and recently an International Conference. He is a member of various committees like U.G.C, SCERT, APSCHE, DIET and Visiting Team member for NCTE, he rendered his services. He completed one major and two minor Research Projects.

Dr. C. D. Swarnalatha was a post- doctoral fellow for CSIR, New Delhi for five years. Presently she is working as Lecturer in Zoology in SPW Degree & PG College Tirupati for the past 16 years. She is having 16 years of teaching experience in UG and PG courses and 13 years of Research experience. She was an organizing member for various Workshops, National and International Conferences. She published 5 books and written study material for SPMVV, DDE Programme. She presented 15 papers in National and International Conferences. She published 15 research articles in reputed national & International Journals.

Dr. B. Yella Reddy was a post- doctoral fellow ICSSR, New Delhi. Presently he is working as Principal, Sree Rama College of Education, Tirupati. He published 13 books, presented 50 papers in National and International Conferences and published 50 papers in various journals. He was awarded with Purushotham Gold medal (2004-2006). He has 14 years of teaching and research experience.

Dr. G. Anand Amruth Raj working as Academic Consultant in the Dept.of Education, S.V.University College of Arts, Tirupati .He published 1 book, presented 33 papers in National and International Conferences and published 18 papers in National and International journals. He has 8 years of teaching experience in the Dept. of Education.

K . Sudhakar working as Lecturer in Mahommod College of education, He published 1 book, presented 10 papers in National and International Conferences and published 3 research articles various journals. He has 8 years of teaching experience.



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IMPORTANCE AND INCULCATION OF VALUE EDUCATION IN TEACHER EDUCATION

Mr. Bhimappa R. Rangannavar, Assistant Professor, Maulana Azad National Urdu University, (A Central University), College of Teacher Education, Shaheen Nagar, Bidar Karnataka.

Introduction

Values are formed on the basis of interests, choices, needs, desires and preferences. These comprise the nuclei of value formation. Values have a selective or directional quality. When preferences acquire certain definiteness, intensity and stability, these become the criteria for judgement, choices, action and grounds for decision-making in behaviour. Value thus is considered to be an enduring belief upon which human beings act by preferences.

Education is a systematic attempt towards learning basic facts about humanity. Our ancient scriptures define education as that which liberates i.e. provides the instruments for liberation from ignorance and oppression. Now a days, life is becoming complex and complicated. Belief in higher ideal is no more found. Conditions of the system of values and ethics are rapidly deteriorating in our daily life. We are going through a crisis of values in our social and political life. Pursuit of material wealth and selfish ends at any cost has become ultimate aim of life. There is a great crisis of values in our colleges and school too. Recent episodes of JNU and Hyderabad University clearly indicate the erosion of values in educational, social and political spheres. Therefore, value education is much required in present time. In today's era of competition and survival we observe laxity in moral values. Industrialization has led to the emergence of high life style and raised the standard of living of people. It has made man rich in materialistic sense but deteriorated the ethical fiber in the society.

Values and the Contemporary Realities

Whenever there is a discussion about values and value education there is generally a skepticism about the relevance of values in the present day context. One reason is because our general conception about value education has been mainly expressed in terms of development of values and virtues like honesty, self-control, respect, responsibility, loyalty for personality/character development of the individual per se without situating them in the prevailing social, cultural realities and conditions. Value should not be treated as ideal concepts but as 'empowering tools' which are helpful in meeting the challenges of the contemporary social world-be it religious fundamentalism, environmental degradation multi-cultural conflicts, misuse of science and technology, inequalities, ill effects of mass media globalization, commercialization and so on. The very nature of value education implies empowering the students with certain attitudes and skills as well as giving them the critical ability to use them in the contemporary everyday world, full of myriad challenges.

Meaning of Value and Concept of Value-Oriented Education

The word 'Value' is derived from a Latin word 'Valera' which expresses the value or the utility of a thing. Value is the conception of something that is personally or socially preferred. It is the commitment of the individuals to values which is responsible for the development of human society. Values regulate and guide human behaviour and action in our day to daily life. Values are embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretation of others reactions in what we are say and so on. Values involve the processes of thinking, knowing/understanding feelings and action. These involve feelings i.e. strong liking for something, feeling deeply about the things one values and so on. People's action often give us clues as to what they value. If we try noticing what a person does in spare time when he or she is not being coaxed or threatened to do a particular activity, we may get some ideas about what he/she values.

Generally, value refers to the 'desirable'. It is difficult, however to define what is desirable, what kind of things/actions are good. What is desirable today may not be a desirable tomorrow and what is desirable here may not desirable elsewhere. Desirable is when our actions promote the general good in terms of the norms and ideals of a particular society and in terms of the consequences of our practices and action.