

From Teacher Educators to Teachers: Value Education

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Abstract

It is well said that nothing can come out of nothing and something can come out of something. Teacher educators can act as role models for inculcating values among trainee teachers through the introduction of value education system in education. Obviously, to some extent, values can be encouraged to be imbibed into teachers through teacher educators. A teacher educator embodying values can act as a catalyst. At present education system has the policies and procedures designed to equip perspective teachers with the desirable knowledge, attitudes, behaviours and skills so that they can mould their students as required for a good society. Teacher Education training is provided keeping in the requirement of the teachers. When the teachers are to be initiated into this profession, they are provided training by the teacher educators. Subsequently teachers are inducted into teaching by providing training and support during the first few years of teaching. The professional development of teachers is done from time to time through the in-service training of practicing teachers. Certain skills are honed to make teachers effective in teaching. They are also trained to apply technology to improve teaching and learning as and when necessary. The teacher educators also train the pupil teachers in the areas of content teaching and methodology. The teachers are raw in the initial stage of their profession and if they are trained properly about the significance of value education, there is little doubt that the prospective teachers will be very serious about value education. The obvious outcome is likely to be that education will be on the right track and the society won't have to suffer the unpleasant consequences as it is the case these days.

Keywords: Education, Teacher Educator, Value education

Introduction

The idea that teaching is a moral endeavor is at least as old as recorded knowledge of the training. However, there is still slight practical research that focuses on the definite practices of teacher educators' themselves.¹ In this article we effort to deal with this situation through a focus on a specific feature of the work of teacher educators: the preparation of teachers for the moral aspects of teaching.

Some Prominent Approaches

It matters that you reach at your destination following the right path and the rest is up to you what approach and methodology you adopt. Various suggestions and views have emerged to provide value education to inculcate right values in student.

- Moral Reasoning Approach: Following Kohlberg's theory of six stages of moral development, the framework is used as much as possible. The teachers create learning experiences to facilitate moral development. These include students discussing a dilemma and then through reasoning they attain a higher level of knowledge.
- Analysis Approach: The group or individuals are asked to study the social value problems. They are asked to determine the truth and arrive at purported facts taking value based decisions. Then they are asked to apply similar cases, putting principles of value education to test to reach the decision.

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- **Commitment Approach:** In this approach the students are shaped to perceive themselves not merely as passive reactors or as free individuals but as inner relative members of a social group and system.
- **The Union Approach:** Here students are assisted to perceive themselves and act not as separate entities but as part of the whole.
- **Evocation Approach:** Following this approach, the students are encouraged to make spontaneously free, non rational choices, without thought or hesitation. A conducive environment is created to have maximum freedom for students.
- **Awareness Approach:** Value laden situations or dilemmas are presented through readings from various sources, films, role playing, deliberation and simulation.
- **Inculcation Approach:** In this approach a positive and negative reinforcement is done by the teacher from time to time to inculcate values.²

Concept

'Friedrich Nietzsche, a German philosopher, first used the word 'Values' in 1880. Till then the word value was used as a verb meaning to value as esteem something or as a singular noun meaning the measure of something for example, the value of money, food or labor.³ The thinker used the word 'Values' in plural to denote moral beliefs and attitudes. This concept of values has changed in modern democratic society. The word 'Values' has got the wide acceptance of being used in plurals for over a century. It is essential to integrate value education with teacher educators to prepare the future teachers who are to be assigned with the task of preparing the next generation in the form of ideal students. Vivekananda has rightly said; Education is not the amount of information put into your brain and runs riot there, undigested all your life. We must have life building, man making, character making assimilation of ideas. The ideal, therefore, is that we must have the whole education of our country spiritual and secular, in our own hands and it must be on national methods as far as practical.⁴

The teacher education has got the lofty ideals. In the changing global scenario the main aim of 'Teacher Education' will be to help people to develop themselves as responsible citizens of their immediate society and the world who shall not only live conscientiously but also strive toward building a humane mankind.⁵ Elaborating his views about education, Swami Vivekananda said thus, Education is nothing but a manifestation of the divinity already in man. Man is not just the body or even the combination of the body and the mind. He is essentially the spirit. The aim of our teaching should be to help manifest this spirit in every thought, word and action.⁶ In this way value-based-education should help mould a positive personality of the children. Imbibing the qualities of good conduct,

self-confidence and high values would help students earn a significant place in society. Education without values is like a flower without fragrance. Students should realize that character building is equally important as career building. A good character in life is ultimate thing that stretches person's self-realization.⁷ It is significant to note that it is not easy to imbibe the values without teachers or role models. We have to present a role model of the values to students before they can inculcate them. Highlighting the chaos and bewilderment about education Gandhiji clarifies; the real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. As long as such ideas persist there is no hope of our ever knowing the true value of education.⁸

Weak Fabric of Morality and its Causes

The genesis of miserable society lies in various factors such as globalization, materialism, consumerism, commercialization, climatic changes, environmental degradation, violence, and terrorism. These have given birth to insecurities, individualistic life styles, and acceleration of desires, misuse of science and technology, pessimisms, sense of alienation and other negative consequences. No more scientific surveys are needed to know what we are witnessing with our own eyes. Our education system basically promotes rat race among our children. They have to read and mug up entire text book without any understanding of it.⁹

The most decisive unit of any society is a family. But the number of dysfunctional families is on rise. Children indulge in crime, violence in school and outside. Mass media has spoiled our children so much so that young minds can hardly discern between good and bad. While the questioning attitude and critical thinking requires to be encouraged in children, we find that many young people and students treat teachers with disrespect and question out of arrogance and see it as a way of questioning authority. A society in a hurry often lacks a sense of responsibility and fraternity. Peers exert powerful influence on values development. Acts such as drug abuse, irresponsible sexual behaviour, vandalism, commercialization, stealing, cheating, confusion between heroes and celebrities as role models are witnessed more often than ever before. In a general sense, parents, schools and other stake holders feel that our youth have lost qualities of civility, respect and responsibility.

Students require to be educated to practice the commonly held values of harmony and peace with self and others. They are decision makers of the future. This immense human resource will determine the destiny of the world. A child is educated by the entire environment in which it

grows. Environment is determined equally by the parents, teachers and society around. The kind of individual we produce in turn determines the kind of society we live in. If we produce individuals who are self-centered, aggressive, competitive and greedy, we cannot have a society that is non-violent, peaceful, cooperative and harmonious. Education is the chief catalyst for individual transformation and social change. It is hardly possible to bring about basic transformation in society unless the individual is transformed. The kind of education we impart to them will have its bearing on the society. What is urgently needed is the re-examination of the content and process what each school is teaching to children under their control. Although value education is the responsibility of both parent and public yet school, due to its institutionalization nature, ought to take the major responsibility. Teachers have an obligation towards providing value oriented education. It cannot be done in an ad hoc and haphazard manner but has to be a conscious and deliberate well planned enterprise with knowledge and forethought. This is possible when the teacher education curriculum is integrated with value education.

Value Education: Responsibility of Teachers

Education is basically based on values. Teachers are the true inculcators of these values in the initial stage of the child. Teacher educators are responsible for preparing teachers for being effective inculcators of values. Without values, education hardly has any soul. No one can possibly underestimate the significance of value education. The formative years of children in schools are very important. Whatever is taught, determines how students will lead their lives in future. Value education helps to provide a comprehensive plan to teachers to guide children along a route to live a life based on principles which are significant both as an individual as well as collective entity.

Value-Based-Education is urgently required in our modern society because our lives have become more miserable. The quantity of education has considerably increased, but the quality has decreased. Why? Numerically, educated people have reached at a high level, but negative things like murder, hatred and selfishness have spread out phenomenally. Why? Many institutions are opened, but only few civilized people are produced. Why? Degrees are available for all, but the dignity has gone down. Why? Trained people are produced from many institutions, but sincere people are very few. Why? Many books are written; much research is done; many professional achievements are attained, but the future of human race is at stake. Why? Therefore, we need Value-Based-Education.¹⁰ There is a crisis of character, moral decay and breakdown of traditional discipline. People want to have quick acquisition of position and wealth by whatever means, fair or foul; good/bad has been the soul motive of the products of such a defective system of education. The so called educated surrender to socially destructive and personally devastating ways while coping

with their stress as evident by increased rate of crime, alcoholism, drug addiction, suicides, accidents, incidents of self-harm, running away from home, depression, low self-esteem etc. Ultimately what this means is that there is a general decline in the quality of life and absence of morality. The way organized crimes such as financial frauds and terrorist acts are committed by some of the best educated minds gifted with the best of educational and technical attainments speak volume of the need of the teacher education curriculum.

Despite significant progress made, our society is agitated by conflicts, corruption and violence. There has been distortion in our value system. Wherever we cast our glance, we find falsehood and corruption. Majority of us are interested in our own families and not interested in fulfilling our responsibilities to society. Value education has a capacity to transform a diseased mind into a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a heightened level of perception. This leads to fulfillment of the evolutionary role in man and in life.¹¹ The process of value formation with reference to different stages of development and cultural contexts highlighting the relationship of the individual and the society in ecological perspective is presented. The school has to own the responsibility of inculcating value system. Some of the aspects can be taken in the larger functions of the whole school like daily school prayer, social service camps, sports meet, festival days, special days in memory of great people, National Days, etc. All teachers are teachers of human values at all times of school like, practicing what they teach or preach. Internalization of value in thought, word and deed, is the goal and not mere knowledge of it.¹²

Strategy for Value Education

The value education for teacher educators has to be such that it stresses on right attitudes, values and skills. This is not possible by making students learn words by heart or by impositions. Practical experiences and opportunities to think about, to reflect, critically evaluate, appreciate one's own values and those of others can help internalization of values. Some pedagogical strategies such as silent sitting, role plays, group activities and projects, group discussion, value clarification, diary writing, reflective practice etc. are recommended. The stage specific focus and significance of using stage appropriate strategies from primary to secondary/senior secondary levels has to be stressed. What a school requires is not just leaders in the traditional sense but people who are willing to shouldering the responsibility to create an environment and let others feel empowered.

The true leadership demands the act of facilitation, creating positive environment and relationships in schools. Those who are at helm of affairs at different levels must make a difference. Education programme has a positive impact on

the development of pre-service teachers' understanding of quality teaching skills and knowledge. The teaching and practice of a value-based pedagogy positively impact on pre-service teachers with increases of knowledge, skills and confidence showed on the quality teaching dimensions of intellectual quality, a supportive classroom environment, recognition of difference, connectedness and values. These researches are reinforced through the comparison of pre-service teachers who have taken part in the explicit values-based pedagogical approach, with a sample of pre-service teachers who have not engaged in this same values-based pedagogical approach. A value based pedagogy and practice can increase pre-service teachers' understanding of quality teaching. Some researches in the use of a values-based pedagogy in pre-service teacher education to enhance quality teaching knowledge and skills have contributed theoretically to the field of educational research, as well having practical implications for teacher education institutions and teacher education.¹³ The whole gamut of activities and programmes traditionally known as co-curricular activities organized in school can have deep impact on the learning of values by students.

Government Initiatives for Value Education

After the independence the National Commission of Secondary Education (1952-53) made a significant landmark in highlighting character building as the defining goal of education. The supreme end of the educative process should be the training of the character and personality of students. They should be able to realize their full potentialities and contribute to the well-being of the community.¹⁴ The Report of the University Education Commission (1962) noted; If we exclude spiritual training in our institutions, we would be untrue to our whole historical development.¹⁵ The Report further proceeded to make a case, not for religious or moral education, but for evolving a national faith, a national way of life based on the Indian outlook on religion, free from dogmas, rituals and assertions.¹⁶ The Education Commission of 1964-66 attached the highest importance to education and national development, from which perspective it identified the absence of provision for education in social, moral and spiritual values as a serious defect in the curriculum. The Commission made the recommendation that these values be taught with the help, wherever possible, of the ethical teachings of great religions.¹⁷ Synchronizing with the Sri Prakash Committee Report, it added 'direct moral instruction' for which one or two periods a week should be set aside in the school time-table.¹⁸ The NPE called for a "child-centered approach" in primary education and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the Open University System with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the 'rural university' model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.¹⁹

The National Policy on Education (1986) expressed concern over 'the erosion of essential values and an increasing cynicism in society'. It advocated turning education into a forceful tool for the cultivation of social and moral values. Education should 'foster universal and eternal values, oriented towards the unity and integration of our people'.²⁰ The programme of Action of 1992 tried to integrate the various components of value education into the curriculum at all stages of school education, including the secondary stage. The Government of India's report on Value Based Education (Chavan's Committee Report, 1999) submitted in both houses of Parliament, provided impetus to resume work on value orientation of education. The National Curriculum Framework for School Education (2000), echoing the National Policy on Education (1986), lamented the erosion of the essential, social, moral and spiritual values and an increase in cynicism at all levels.²¹

Against such a backdrop, the framework advanced a plea to integrate value education into the curriculum asserting that Schools can and must strive to resolve and sustain the universal and eternal values oriented towards the unity and integration of the people enabling them to realize the treasure within. It further stated that the 'the entire educational process has to be such that the boys and girls of this country are able to see good, love good and do good and grow into mutually tolerant citizens. The National Curriculum Framework, 2005 echoed the vision of education where values are inherent in every aspect of schooling. The framework articulates the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi cultural society. Enabling children to experience dignity, confidence to learn, development of self-esteem and ethics, need to cultivate children's creativity, making children sensitive to the environment and the need for fostering democracy as a way of life rather than only as a system of governance as well as the values enshrined in the Constitution assume significance in the framework. It further opines that independence of thought and action, capacity of value based decision making, sensitivity to others well being and feelings should form the basis of rationale commitment to values. The NCF, 2005 particularly emphasizes on Education for Peace as one of the national and global concerns. As the position article on Education for Peace drafted by the National Focus Group as part of NCF, 2005 says about it, 'Peace is contextually appropriate and pedagogical gainful point of coherence of values'.²¹ Education for Peace is viewed as a strategy to make value education operative.

Steps to Introduce Value Education

Value education may be successful to introduce among teacher trainees following these steps:

1. It is not possible to teach values in isolation but

the teacher educators can provide experiences and simulate situations in which students can consider and reflect about values and translate this reflection into action.

2. Teacher educators can involve students in active activities like games in the classroom to inculcate the values of fair play, honesty, courage, cooperation; respect and love. They are best learnt through interaction with peers having diverse cultural, ethnic and personality traits among teacher trainees.
3. Value education should be a process of developing the spirit of rational enquiry and self discover the lesson stimulus, whole class discussion makes a sincere effort for the value to be explored more deeply. So teacher educators should take steps for healthy discussions and also motivate pupil teachers to participate and explore themselves.
4. Steps like maintaining an ethos in the classroom that has positive vibration and is all inclusive, with a feeling of equality, will help children gain most from value lessons. Rajendra Prasad (2005) came to the conclusion that the most preferred terminal values of teacher educators were a world of peace, happiness and self respect.¹
5. Basic human values require encouraged in the classroom teaching. Teacher educators should inculcate in the minds of pupil teachers that a child is born with values, and a teacher needs to uncover them. Sharma's (1984) study identified a positive correlation between teaching aptitude, intellectual level and morality of prospective teachers.
6. Teacher educators should be crystal clear about the values that they want to inculcate. A set of universal values such as honesty, peace, humility, freedom, cooperation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness etc. are there.

Conclusion

Value education has to dispel such a notion that education is a tool to make them rich, materialistically successful and what matters is the fact that only success matters and it does not matter how and at what cost of moral values it is achieved. The genuine objective of education has to be made very clear to the pupil teachers. It is the onus of the teacher educators to make them realize the real objective of education. The present model of education is missing something seriously and this area of concern has to be addressed by integrating value education with the present system of education. In nutshell it can be said that a teacher educator is the teacher of future teachers and as such it means a heavy responsibility on the part of them. The teacher educators must have their own high standard of quality and values so that their trainees can imbibe values from them. The process of introspection and retrospection must be set in motion to assess the quality of

value education at all levels. Values have been overlooked over the centuries. Now in order to overhaul the system, this has to start at curriculum planning stage itself.

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