Teacher Education and Role of Teacher Educators in Value Education

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Abstract

The quality of a teacher is utmost importance to nourish the valuable standards of learning. Values can be imbibed by teacher educator through their ethics and talk and walk approach. In the present paper the teacher education and its stages have been elaborated. To inculcate values the necessary curriculum and skills required for a teacher educator have also been discussed. The proper assimilation of these values by a teacher educator can be done through their positive role and prescribed means.

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Teacher Education refers to the policies and procedures designed to equip perspective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively.

Teacher Education is divided into following stages:

- **Initial Teacher Education:** A pre-service course before entering the classroom as a fully responsible teacher.
- **Induction:** The process of providing training and support during the first few years of teaching.
- **Teacher Development:** An in-service process for practising teachers.

Teacher Education curricula can be broken into areas:

- **Foundational Knowledge in Education:** Related aspects of philosophy, history, sociology and psychology of education.
- **Skills in assessing student learning and using technology to improve teaching and learning.**
- **Content area and methods**
  Emphasis is placed upon “transversal” or “horizontal skills”. This knowledge and skills in students can be inculcated through value education.

Supreka (1976) outlined eight different approaches to value education, which are stated as follows:

1. **Evocation Approach:** The students are encouraged to make spontaneously free, non-rational choices, without thought or hesitation. It provides an environment which allows maximum freedom for students.
2. **Awareness Approach:** In this approach the teacher presents value laden situations or dilemmas through readings, films, role playing, small group discussions and simulation.
3. **Inculcation Approach:** A positive and negative reinforcement by the teacher helps value inculcation. This can be done...
by a teacher's natural actions and responses.
4. Moral Reasoning Approach: Kohlberg’s theory of six stages of moral development is the framework most frequently used in this approach. The teachers set up learning experiences which facilitate moral development. It consists of the students discussing a dilemma and by reasoning they attain a higher level of knowledge.
5. Analysis approach: The group or individuals are encouraged to study the social value problems. They are encouraged to determine the truth and evidence of purported facts and arrive at purported facts and arrive at value decision, applying analogous cases and testing value principles underlying the decision.
6. Commitment approach: It enables the students to perceive themselves not merely as passive reactors or as free individuals but as inner relative members of a social group and system.
7. The Union Approach: The purpose is to help students to perceive themselves and act not as separate egos but as part of a larger interrelated whole.

Role of Teacher Educators in Value Education

Education is a process of all round development of an individual-physical, intellectual, emotional, social, moral and spiritual. The teacher is expected to function not only as facilitator for acquisition of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based. Vivekananda has asserted: “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.”

Education was beyond all religions in the sense that it was aimed at realizing the ultimate reality, harmonious development and spiritual well being of an individual. The relationship between teacher and taught was spiritual and divine. With such a close relationship, individuals acquired knowledge, efficiency and attained meaning to life.

In recent times, education became mere acquisition of information in cognitive learning areas with the sole purpose of passing examinations and getting degrees. This is resulting in the emergence of lop sided personalities. Man has become so narrower, materialistic, bewildered, frustrated and confused that he does not know the art of living with another. Everywhere, there is a feeling of emptiness, dreariness and meaninglessness. Therefore the poet T.S Eliot has called this world a “Waste Land” where man is spiritually dead in the midst of unparallel material progress and miraculous scientific achievements.

The moral and spiritual foundations on which we structure our education system alone can mould the personality of the child and future destiny of our country. Inculcation of values in the children, a sense of humanism, a deep concern for the well being of others and the nation can be accomplished only when we instil in the children a deep feeling of commitment of values that would bring back the people pride in work that brings order, security and assured progress.

Values are the basis for the social, intellectual, emotional, spiritual and more development of an individual. Value education is not a sphere of activity distinct from other activities. Values are regarded as abstract beliefs that transcend
specific situations, objects and issues and they function as standards of conduct as compared to attributes which are evaluative judgements related to specific issues and situations. Values are more central constructs and relate more closely to basic human needs and societal demands.

Value acquisition goes on constantly in the school through various activities like instruction, relationship between pupils, co-curricular activities etc. So education has a major role in inculcating basic values of humanism, socialism and national integration among the children and it presents a challenging task before the teacher and taught.

As an integral part of education system, teacher education is intimately related to society. It is not only an institution; its scope and objectives have become larger in modern times. The need of the hour is to have competent, committed and professionally qualified teachers who can meet the demands of the society. Prof. J.S Rajput in his capacity as the chairperson of NCTE has the right to expect from the teachers all the excellence in the output as well as interactions which develop knowledge and ethical values among students and create educative environment which could generate fraternity among fellow teachers and teacher educators. According to Rajput “talking of teachers and the multiplier effects of their work one must immediately revert to the teacher training institutions. The number of teachers they produce has a direct relevance to the multiplier effects that is likely to be visible in the society”. Therefore the role of teacher educator is of paramount importance.

Following are the ways by which values can be imbibed among teacher trainees during classroom teaching and learning process:

1. Basic human values need to be encouraged in the classroom teaching. Teacher educators should inculcate in the minds of teacher trainees that a child is born with values, a teacher need to uncover them. Sharma’s (1984) study identified a positive correlation between teaching aptitude, intellectual level and morality of prospective teachers.

2. Teacher educator must be clear about the values that he wishes to emphasise. A set of universal values will emerge that may include: honesty, peace, humility, freedom, cooperation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.

3. Values cannot be taught in isolation but the teacher can provide experiences and situations in which students can consider and reflect about values and translate this reflection into action.

4. Teacher educator can involve students in active games in the classroom to inculcate the values of fair play, honesty, courage, cooperation; respect and love are best learnt through interaction with peers having diverse cultural, ethnic and personality traits among teacher trainees.

5. Value education should be a process of developing the spirit of rational enquiry and self discovery.

6. Human values need to be cultured for the sake of the mind and the body in the students.

7. Learning how to focus attention and to actively listen while sitting still are other skills that promote reflective learning and good interpersonal skills.

8. Teacher educators should make teacher trainees need to know human nature. With loving attention and care one can bring out the positive human values in child.

9. In order to create a positive school ethos there must be commitment by the whole staff that value based education is central to the school’s mission.
10. Celebrating current good practices is the key to encourage students to develop value based education.

11. Value education is most effective when the teacher act as a role model and ensures that it is at the heart of the school’s philosophy. Students observe the enthusiasm, commitment and “the talk and walk” of teachers which creates the impetus that ensures that values lie at the core of the human existence. Singh (1989) identified a significant relationship between intelligence and value orientation gain for cooperation, dedication, scientific outlook and rationalisation among B.Ed. students.

12. After the lesson stimulus, whole class discussion allows the value to be explored more deeply. So teacher educators must encourage healthy discussions and also motivate teacher trainees to participate and explore themselves.

13. Maintaining an ethos in the classroom that is positive and all inclusive, with a feeling of equality, will help children gain most from value lessons. Rajendra Prasad (2005) found that the most preferred terminal values of teacher educators were a world of peace, happiness and self respect.

14. Emphasis should be laid on respecting pupils and ensuring that they are not criticized frequently.

15. Introspection is central to the establishment of a school than embodies values. It encourages pupils to work on themselves and their own attitudes and behaviours before criticizing others.

16. Teacher educators must develop competencies in teacher trainees to teach on the basis of the accepted principles of teaching and learning.

**Conclusion**

In nutshell it can be said that a teacher educator is the teacher of future teachers-which means a lot-a double responsibility.

First of all the teacher educators must have his own standard of quality and values which is to be imbibed by the teacher trainees and to the young youth of the nation. Time to time various introspective and retrospective measures must be taken to assess the quality of value education at all levels. The grassroots level of our objective must be strong enough to fulfil our dreams. Values have been overlooked and finally dropped plunging humanity into chaos and danger. The remedy is to reinduct them. This can be done at curriculum planning stage. There is need of value education in teacher education curriculum which involves ‘educating the heart as well head’. Learning to live together becomes the most essential pillar of education. It promotes the values (for example: peace, tolerance, human rights, democracy, justice, equality etc.) for teachers, teacher educators, education planners and administrators. This is a major issue which needs utmost attention and follow up to enhance and save the quality of our education system.

**References**


