



Value-Based Teacher Education

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Abstract: *Teacher training is needed to help teachers equip with new strategies and techniques to promote values learning. Through value oriented teacher education, the challenge of teacher education to prepare teachers to take care of the holistic education of children can be resolved. New courses and professional programs are being developed by several institutions to enable value education to be integrated in the academic curriculum. Besides, 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 follows up to enhance and save the quality of our education system.*

Key words: *Teacher training, knowledge, wealth, health*

Introduction

Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also the knowledge of social conduct, strength, character and self-respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self-respect. Education is a continuous learning experience, learning from people, learning from leaders and followers and then growing up to be the person we are meant to be. Value-based education is a threefold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects: physique, mentality and character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these.

Education plays a huge role in precisely this area. Value-based education is a tool which not only provides us a profession which we can pursue but also a purpose in life. The purpose of our life is indisputably to know oneself and be ourselves. We cannot do it unless we learn to identify ourselves with all that lives. The objective of education in a country like India, which has a glorious heritage and can boast of diversity in geography, culture, values and beliefs very rarely seen in this wide world, should be to educate a student of the value system which is crucial to live successful life.

Meaning of Teacher Education:

Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively. Teacher Education is divided into following stages:



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

Importance of Value Education:

Education is a methodical effort toward learning basic facts about humanity. And the core idea behind value education is to cultivate essential values in the students so that the civilization that teaches us to manage convolutions can be sustained and further developed. It begins at home and it is continued in schools. Everyone accepts certain things in his/her life through various mediums like society or government. Value education is important to help everyone in improving the value system that he/she holds and put them to use. Once, everyone has understood their values in life they can examine and control the various choices they make in their life. One has to frequently uphold the various types of values in his life such as cultural values, universal values, personal values and social values.

According to Father of Indian Nation M.K.Gandhi:

"If wealth is lost nothing is lost

If health is lost something is lost

If character is lost everything is lost"

Best of all things is character.

Linking Value-based education to teachers and teacher training

In the 21st century, it is vital to recognize that Value-Based education integrated into the school curriculum promotes quality education and positive school environment. Initiatives in schools around the world have stressed upon an all-around development of the students by implementing Value-Based Education programs. Yet it is a greatest challenge in education to teach how to imbibe values as it is different from imparting knowledge of mathematics or science.

Teachers help student perceive information and transform it to knowledge and to wisdom. At the same Time, they help adolescent to develop love of knowledge and try to transform into a good citizen. More than ever, now our young people need to have compassion, adaptability, moral courage, patience, and increased tolerance. Values can be positive or negative, depending on circumstances, and this author adds that a values-based education is an education in thinking, in weighing and making choices, in exploring consequences, and in working through problems to find which approaches are helpful in reaching positive, healthy solutions. In an attempt to balance academic achievement and character education, schools and teachers must respect the primary role of the parents and family. Value-based programs help schools and teachers go hand in hand with the parents by working with them and incorporating values to provide the best educational environment possible for their children.

Today's world is aware of the importance and relevance of value based education. It is sad to note that the teachers today often are "unmindful" of the tremendous responsibility they have



but feel contented with covering the curriculum and producing intellectuals rather than humans. The teachers are trained and qualified to teach disciplines such as mathematics but are rarely trained to teach values which is usually a very challenging thing to do. This may also be because value education does not form a separate subject of study or examination at any stage of the curriculum. Irrespective of why many training workshops are not available for the educators to imbibe values education, there is a strong need for training teachers in the topic for better outcome. The question that arises is "Are teachers trained to implement such curriculum?" So, the question of how well the teachers know to impart such knowledge or be effective in promoting effective learning in values education needs to be answered.

Pedagogy of Values

Pedagogy refers to the art and science of teaching, the way teachers accompany learners in the process of their growth and development. It is not just about teaching the subject content but the entire gamut of relationships, processes and strategies which are designed to enhance learning.

There is need for imparting proper values among the children. A child learns a lot from the people around him. If the social environment is not good, then it becomes very difficult for him to display ethics and values in his behaviour. We hear it all around, that children in India are going astray. Newspapers report how a fifteen year old boy has been the leader of a gang of auto-thieves. And all these auto-thieves belong to the so-called high families. To get rich quick has been their ambition—not hard work, not sustained pursuits of high

order but just anything that can get them quick returns in the form of good money—that has led them to these nefarious ways. Ethics and values need to be imbibed among students.

Importance of teacher training towards a goal of high quality education

Values are essential building blocks on which an education for a humanistic and international society must be built on. This boosts self-esteem both personal and cultural; promote respect and tolerance for others as individuals and as members of ethnic/cultural groups; and creates a sense of belonging. Value based education promotes a secure physical, emotional and political locus within society; a sense of responsibility in relation to social, political, economic, cultural and environmental factors, an appreciation of the importance of learning. This approach to education can probe a well-rounded development and help students aim the highest. "Practice what you preach" is a saying that is very apt for teachers when it comes to values education. Teachers need to be able to imbibe values in their attitude and in action to be able to bring them into their classrooms. Narvaez and Lapsley (2008) looked at education as a value-infused enterprise and addressed the question of how to train teachers for positive character formation. They noted that teachers implicitly impart values when they select and exclude topics; when they insist on correct answers; when they encourage students to seek the truth of the matter; when they establish classroom routines, form groups, enforce discipline, encourage excellence.



Preparing teachers as 'Values Educators' and the 21st century value education schools

Confucius has outlined the ethics of teaching in three beautiful words. "Ren - means an act of utmost love. Yi - refers to moral uprightness. Li - indicates etiquettes in personal and institutional life. " According to Confucian theory, only a person who is always a source of love, morally upright and whose behavior not only in personal but also in the institutional life is impeccable, is worthy of being a teacher. An ideal teacher is a guide and source of interest who loves the subject, the profession and last but not the least loves the students. It is very challenging for the 21st century educators to keep up with the changing world unless they are lifelong learners and an effective catalyst to this social and economic change.

Today we are in a technological world where things are happening fast. A question that educators ask themselves is whether they are capable of training the young citizens to be the torch bearers of the noble human world. It is not just enough for the young learners to acquire knowledge to earn a living but also require them to be a good citizen and be educated as a whole child. Changing world at different levels raises a big concern to focus on the relevance and importance of value education at the same time emphasizes on the need to train teachers in new techniques to promote a quality system of education with a focus of value based education. Before planning an orientation workshop for teachers, it is important first to understand how to construct a values curriculum for quality education. Following are the steps that

administrators and curriculum developers can take to structure the value based curriculum:

1. Articulate Vision statements and the underlying principles of value based curriculum
2. Outline values to be integrated in the curriculum
3. Duration and formulation detailed specific objectives and lesson plans for each value according to age and mental maturity.
4. Selection of appropriate activities, seminars, fieldwork, group-work & projects necessary to achieve the objectives.
5. Integrating values in every subject based on the needs of the individual and society.
6. Organizing these units meaningfully in a coherent simple way
7. Outlining an evaluation plan to assess the manner in which values objective is attained
8. Ongoing scope of open discussion with parents and community about the improvement of the curriculum
9. Modifying and improving the Curriculum based on the above step and finalization.
10. Planning teacher training workshop and orientation on value based curriculum to promote understanding of the underlying principles and aim to create robust learning environment

After a school has successfully planned a values curriculum, it is very important that the school plans orientation training workshop for



teachers to enable them to implement and integrate the curriculum into the class effectively.

Ideas for successful teacher training

Values cannot be just taught students but have to be modeled and imbibed by adults and teachers so that they become part of the character of the individual. The values curriculum promotes a learning environment where values are absorbed progressively and through a variety of activities structured according to the relevance and age of the students. The process of learning is based on experiences, action and reflection through project-based learning, seminars, group-work, dialogue, role-play, films and other media presentations, fieldwork.

Teacher training is needed to help teachers equip with new strategies and techniques to promote values learning. The following components can be included in a 3-5 days' workshop for training teachers to integrate values in their classroom and make it an experiential learning:

1. Workshops need to be interactive
2. Discussion on underlying principles, aim and approach to values education with mentors
3. Guide teachers in day to day lessons and transactions. Practice teaching an activity, experience an activity as a student and receive feedback from one another
4. Equip teachers to provide as many real-life situations to imbibe a value. Share creative thoughts among each other

5. Open discussion with teachers on new ideas for improving and evolving the curriculum

Through value oriented teacher education, the challenge of teacher education to prepare teachers to take care of the holistic education of children can be resolved. New courses and professional programs are being developed by several institutions to enable value education to be integrated in the academic curriculum. National Council for Teacher Education (NCTE) is well aware of the challenge in providing value orientation to teacher education and has been conducting orientation programs on education in human values for teacher educators. Titles related to value education available from the NCTE web site are: *Education for Character Development*; *Education for Tomorrow*; *Report of the Working Group to Review Teachers' Training Programme*; *Role and Responsibility of Teachers in Building up Modern India*; *Gandhi on Education*; *Sri Aurobindo on Education*; and *Tilak on Education*.

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."

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. 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 wellbeing 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 judgments related to specific issues and situations. Values are more central constructs and relate more closely to basic human needs and societal demands.

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.

Conclusion

In outer layer it can be said that a teacher trainee is the teacher of future citizens which means a lot-a double responsibility. First of all the teacher trainees must have his own standard of quality and values which is to be imbibed by the students 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 grassroot 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 re induct 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 follows up to enhance and save the quality of our education system.

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