



VALUE INCULCATION AMONG FUTURE TEACHERS

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The crisis of values is pervasive resulting in adverse development in all walks of life. Misra, Srivastava and Gupta (1995) have found that present emphasis on personal growth as opposed to societal development, non-committal attitude, inconsistency in behaviour across situations, increase in violence, corruption, indiscipline and social tension have become parts of the contemporary reality experienced in everyday life of people. There is a progressive erosion of values resulting in public life. Educational institutions are no exception. A proper value system must be inculcated by educational institutions through educational process based on rationality, scientific and moral approach to life. It would be possible to serve the need of the hour through proper value orientation among teacher education programmes.

There may be different approaches for value inculcation among future teachers. Value related issues may be integrated across subjects in the curriculum or co-curricular activities of the school or college. Different tested approaches and methods should be taught to enable them to develop competencies to them for value inculcation. Deb (2005) has opined that value-based curriculum relevant to Indian society should be developed for teacher education programme and universal values should be practised in day to day life by students, teachers and teacher educators.

Teacher education faces the difficult task of repairing the disrupted fabric of B.Ed. students experiences. The role of the teacher educator, his personal involvement, the values and attitudes he holds, his sense of accountability and professional culture are crucial. According to Adaval, et al (1984), "Like any purposeful education teacher education too is based on certain values. It is commitment to these values, professional and academic- implicit in the rules and the methods, in personal relationships at every level, in the nature and range of out of class activities and in the whole community life of the teacher-training department or college. They are also

upheld by the subjects included in the curriculum and the ways in which these courses are taught. But, in order to get social acceptance and hence, credibility, it is imperative that the society in general recognises the importance and utility of these values".

Teachers own broad contexts of values, culture, initiative for using their own internalized skills and their attitude, which put immense influence for value inculcation in students. A teacher is what his education has been, so it essential that teacher education at preparatory level should focus on developing moral, national and ethical values. Das (1996) reported that the concept of education should be value based and it must be taught specially to teachers at the time of pre-service training. The NCERT had a cooperative research project (during 1968 to 1972) alongwith Indore University and a number of Colleges of Education from all over India, during which teacher educators were trained in value clarification techniques and they used those techniques for discussing value dilemmas with their teacher-trainees (involving five specified values). The results showed that the value-profile of each individual teacher trainee showed some change. However while some trainees changed in favour of another value, so that one could not find any net change for the group as a whole in favour of any specific value. This experiment established, however, that value clarification strategies are effective in helping the individual in clarifying values and resolving value conflicts. It is indeed essential to transform the system of education qualitatively in terms of its value content. Value orientation in teacher education must constitute a special thrust in days to come.

The NCTE publication, 'Teacher Education Curriculum : A Framework (1978) provides functional guidelines for value orientation of teacher education. According to it teacher education institutions should strive to produce a teacher who should develop 'Gandian Values.' The Working Group for review of teacher' Training programme in the light of the need for value orientation under the chairmanship of Kireet Joshi (1983) suggested some core papers like Philosophy, Education and Values; Psychology Education and Value; Science and Values; Art and Values, Environment and values etc. in teacher's training programme. Through the above content area, teacher educators can help B.Ed. students develop a critical awareness of value domain and assume personal responsibility for the values they embrace.

According to NCTE (1998), cognition is basic to volition, which, by implication, would mean that prospective teachers are expected to understand critical issues, regarding values-

concept, types and problems involved in imbibing the values. It is also expected of them to be well-versed with the values enshrined in our Constitution and the values that have the cultural contexts and can be derived from our heritage. In the process of capacity building of intending teachers, what is of importance is to ensure that they become capable of understanding the importance of value education, interpreting values in the contemporary contexts and evolving strategies of imbibing these by their students.

What is even more important here is to help the students not only understand their fundamental duties towards the school, the home, the society and the nation but also to translate them into action in their behaviour and conduct as an integral part of their character in order to spontaneously inculcate in them the highest value of living a transparent way of life as the strength of their personality as human beings.

NCTE (2004) has given some academic and non-academic activities in the Curriculum Framework for the preparation of teachers at secondary level which has been discussed earlier. Teacher education institutions are following these activities in the form of inputs but there is a need to find out whether these inputs are effective for inculcation of values among B.Ed. trainees.

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