

Imparting Values through Teacher Education

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Abstract

Dr. A.P.J. Abdul Kalam, an honorable 11th President of India in his book 'India 2020: A Vision of the New Millennium' has rightly remarked that "If you are a teacher in whatever capacity, you have a very special role to play because more than anybody else, it is you who are shaping the future generation." A teacher has a higher responsibility as compared to other professionals as students look upon the teacher as an embodiment of perfection. Education has become a business today. This has changed the outlook of the students as well as the parents and it has further resulted in deterioration of respect for teachers and all those who are a part and parcel of education system. Gautama Buddha has rightly preached, "Desire is the root cause of Evil". Students are encouraged not to fulfill their desires by improper ways, by adhering to immoral activities. The present paper is an attempt to reflect upon the importance of value education in the present education system so that the future generation will nourish high ideals and values to contribute in the development of the society and the role of a teacher in imparting values.

KEYWORDS: Prospective Teachers, Teacher Education, Values

Ever since the attainment of independence, India has made a remarkable progress in various fields like IT, commerce, industry, education and various other emerging fields such as biotechnology, space research, pharmaceuticals etc. in recent years. Her accomplishments have given her prestigious status among other developed nations of the world which in turn fully justify the vision of her bright future. In this context of the well-wishers of 'Mera Bharat Mahan', one nagging eyesore remains the rampant corruption that prevails in every walk of life. Malpractices, bribery, nepotism and an utter disregard for higher values of life has been witnessed in every sphere. Often enough, religious fanaticism and violence vitiate the peaceful atmosphere.

The need for inculcation of values in our society has been increasingly recognized. Healthy minds have risen to fight the existing evils and take the country to a glorious future. Much depends on gen-next, type of orientation and the education they receive during the formative years of life. Way back in 1985, the Ministry of Human Resource and Development recognized that the country's education system must take up on itself the role of 'inculcating a coherent, viable value system and a rational as well as scientific approach'. The year 1986 saw the birth of NPE (National Policy of Education), which underlined the necessity of a system that would foster universal and eternal values and promote unity and integration of the nation. It acknowledged in unmistakable terms that one of the aims of education is to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Again in 1992, the country's 8th FYP called for co-ordination and comprehensive efforts to achieve aforementioned goals at macro and micro levels. In 1999, the policy statement of the 81st report of the Parliamentary Standing Committee on Education further urged the inculcation of human values like truthfulness, righteous conduct, peace, love for mankind and non-violence through education.

Evidently, it is incumbent upon the education system of the country to accept the challenges and fulfill the demands made on it by the nation. It is imperative that the cherished values mentioned above be woven in the wrap and woof of the curricular and co-curricular programmes of all institutions of learning.

It is encouraging to find that country's educational institutions, in response to the call of the nation have designed the syllabi of various courses so as to provide ample scope for the inculcation of desired values. As builders of the nation, the teaching community has the prime responsibility for the enhancement of moral, ethical and cultural values. The future of the country is in their hands as the quality of the life of a nation depends on the enhancement of set values. In this context, the courses of studies designed for prospective teachers assume a special significance. The training they receive before entering the teaching profession, their mental make-up and the attitude they develop towards this noble task are of vital importance.

Of late, some research has been conducted on the study of the element of values in the syllabus framed by educational institutions for various courses. It appears to us that the results so far have not been consistent. We feel that there is a need for further research so that on the basis of the data procured, the most suitable decisions could be taken to ensure inculcation of proper values to fight the crisis of character that the country faces. Some details of an investigation of this type were given by the author of this article who undertook a study of the syllabus for the B.Ed Course of Panjab University for the year (2015-2017) from the point of view of the course contents related to values. The impact of the course on the prospective teachers, the nature of shift in their beliefs, their teaching behavior and the development of their attitude towards their profession form the basis of scrutiny.

The syllabus for the course of B.Ed by Panjab University was thoroughly scrutinized in order to identify inherent values in the constituent parts. It was found replete with topics connected with values. In fact, one of the units of Paper I (Unit IV) was devoted exclusively to the concept of values and their place in education. Several other parts of the syllabus also provided rich material closely associated with values. A list of values was prepared which were referred to in all the different papers. As a result, a substantial list of no less than 190 values was compiled, which was all supported by the syllabus. That being too large a list, a team of experts was formed to scan it so as to arrive at a short list of essential values related to teaching and teaching behavior. The final list arrived at after careful deliberations, embodied twelve such values in two categories having six values each as under:-

Category I: PERSONAL VALUES

- i. Aesthetic sense
- ii. Discipline
- iii. Love and affection
- iv. Perseverance
- v. Sincerity
- vi. Selfless service

Category II: SOCIAL VALUES

- i. Co-operative decision making
- ii. Equality of status and opportunity
- iii. Openness
- iv. Regards for the dignity of individual
- v. Responsibility
- vi. Tolerance

The above list of $6 + 6 = 12$ values formed the basis of a survey that was used to

secure the responses of two groups (control group & experimental group as usual in such experiments) of prospective teachers about their individual perceptions regarding the importance of the twelve listed values in two categories. The prospective teachers were asked to rank these values in order of their respective perceptions regarding the importance of these values. The experimental group of 60 prospective teachers was subjected to further successive trials after periodic intervals during the training courses in order to verify any shift in their stands about the value preferences as originally given by them in the beginning of the session. Fifteen participants of the experimental group (out of the total of 60) were eliminated from the experiment after each successive trial so that 45 were left after first re-trial, 30 after second re-trial and 15 after the third re-trial. The members of the control group, on the other hand, gave their preference to the selected values only at the beginning of the session and then finally at the end. They did not receive any value clarifying treatment as the experimental group did before each successive trial. Clarifying response is a tried dialogue strategy to ensure reliability of responses and comparison between the control and experimental group.

The data collected during the experiment was scientifically analyzed in accordance with the recognized, specially devised and tested methods. The results yielded the viewpoints of prospective teachers in both the categories. The impact of values on the teaching behavior of prospective teachers was also measured and the experiment gave an insight into the personality of the prospective teachers as well as the attitude towards the profession they chose.

The present investigation helped to identify and categorize the Personal and Social values from the scheme of studies of B.Ed., Panjab University. This helped us to assess the different kind of values the prospective teachers likely to acquire from the teacher-training course. This value system laid the foundation for the professional attitude of the prospective teachers. So, the performance of teachers will depend on the value they hold and cherish.

The study led to the inference that the value clarifying strategy can affect the value preference pattern of prospective teachers. It is investigated that more trials of value clarifying treatment is required to see considerable effects on value preference patterns of prospective teachers. This knowledge can prove useful to the educational administration, principals and management. The value preference patterns of prospective teachers can help to the administrator to assign duties (non-academic in nature) and teaching subjects to them according to their interest and value preference.

It is amazing that no significant effect could be viewed of value clarifying strategy on pre and post-treatment value preference patterns of experimental group, control group and groups which received One Trial treatment, Two Trials treatment, Three-Trials treatment, Four-Trials treatment. But the trend analysis of Personal and Social value preferences to the fluctuations in the master ranks show that either there is no or little change in the value preference after first trial. After every successive trial, the change in preferences increased conveying the message to the investigator that the treatment needs more trials to show statistically significant differences and preferences. It means that all those who are in education should never give up to achieve the goal but must wait patiently to achieve the goal.

A plethora of fairly reliable information can be obtained by such well-devised and finely tuned methods. However, such experiments are too small in number to reach the final conclusions. It is suggested that more such carefully conducted experiments should be carried out so that the most appropriate methods of inculcating values can be identified and utilized and the country can have access to the best teachers to inculcate the most desirable of values through the best possible means that will enable us to realize the vision of a shining

India in a not too distant future.

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