

# Value Orientation in Teacher Education: Need of the Hour

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A nation is built by its citizens, are moulded by teachers and teachers are made by teacher-educators. The National Policy on Education, 1986 has rightly stated, “no people can rise above the level of its teachers.” So for the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a good system of teacher education and dedicated and efficient teacher-educators.

## Challenging Task in Teacher Education:

In the present world of national feuds and international conflicts unless the system of education is reorganized, it will be difficult to save human society from the crisis of values. Teacher is the only key to human survival through this crisis of values provided he is equipped with the value oriented training himself in our college of education. To meet the new challenge of value crisis the programme of teacher education should be arranged and structured in such a way as the prospective teachers develop the requisite abilities, attitudes, knowledge interest, skills, understanding and values which enable them to play effectively their roles such as students confidant, an initiator of new technology of teaching learning, an inspirer, moral educator, a parent-surrogate, philosopher, rationalist, reducer of anxiety referrer, reformer, secularist, socialist and above all an up holder of human values.

## Barriers in the value oriented teacher education:

Following are the weakness or barriers in the education of our teachers due to which our teacher education programmes may not be in a position to develop values among teachers trainees-

- Short duration of the programmes,
- Lack of integration between theory and practice,
- More bookish and theoretical without adequate practical work,

- Superficial methods of training,
- Not related to the actual needs of the schools and society, so isolates from schools and society,
- Lack of skills and interest among staff at teacher training institutions,
- Lack of proper value orientation,
- Lack of content on values and values of human life,
- Improper and obsolete measures to test the quality of output in teacher training institutions,
- Preparing teachers only with a limited classroom skills,
- Failure to built up the right attitude of teachers towards their profession,
- It hardly develop initiative and leadership qualities in our future teachers.

## How can Teacher Education be Value Oriented?

For improving quality of teacher education it is necessary to redesign the programme of teacher education and to evolve a suitable integrated pattern in order to get value oriented teacher education.

Following may taken as specific suggestions for the improvement of teacher education programme to prepare teachers with adequate skills, interests and attitudes for developing values among children.

**Objectives:** Value-oriented teacher education should meant to-

- (a) Develop awareness in trainees about self and society,
- (b) Inculcate values of truth, honesty, character, self-reliance and self-discipline in life,
- (c) Provide opportunities for broader personal outlook and positive social attitude,
- (d) Provide awareness about education and its role in national development and international peace,
- (e) Make teachers sensitive to the value needs of children and their full adjustment to society of future.

**Curriculum:** The present curriculum is subject centred and not value-centred. Need based and value based curriculum relevant to Indian society should be there in teacher education.

- The course of study in teacher education should begin with the introduction of values in the list of objectives for each course. Then some topics related to values should be included in the content of each paper. There should be emphasis on practical application of each paper and each topic in day today life in school.

-The syllabus should be so treated by the teacher educators that the teacher trainees gain insight in value of life and be prepared to practice them and teach them to their classes.

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- Co-curricular activities like NCC, NSS Scout, field trips etc. should occupy a dominant position in the teacher education programme.
- Teaching aids, slides and films should be prepared used with an eye on the higher values of life.
- Exhibition and display of value-oriented writing, picture and posters should be held regularly in colleges of education.

**Methods of Instruction:-** The teacher educators should use progressive methods of teaching. He/she should involve trainees in discussion, activities, projects practical, independent study and observations. The teacher educators, while preparing the teachers could focus on developing strategies that would enable critical examination of every content unit from the point of view of developing values and ethics. Less emphasis should be given to rote memory and recitation work.

- At the time of practice teaching, the value components of school subjects should be reflected in general and specific objectives and evaluation. One more specific teaching point in the name of value added/included should be incorporated in the lesson plans.

- Experts in philosophy, yoga, ethics and moral values should be invited to give lectures to the trainees in value of truth, harmony and beauty (Satyam, Shivam and Sundaram).

**Teacher Educators:** Teacher educators are the main pillars of teacher education. Teacher educators, per se, are accountable for preparing such like school teachers who should effectively facilitate budding citizens of the society develop themselves as responsible citizens, keen learners, honest workers and men of high values.

- The teacher educators should demonstrate the human values through their day to day dealing with trainees. They should be models of politeness, and tolerance, love and kindness, discipline and character.

- Teacher orientation programmes should be taken up at the national, state, regional and district levels to train teachers in effective methods of development of values among teacher trainees.

- Value Education kits should be prepared for each important value and should be validated scientifically. These should be distributed free of cost to the colleges of education. The teacher educators should be encouraged to make use of these kits effectively. UGC, NCERT, NCTE etc. should be called upon to organize training courses for preparing, adopting and using those kits effectively.

- Detailed guidelines, uniform through out the country related to value teaching and value development programmes should be prepared and made available to the teacher educators who should be motivated to use these guidelines effectively for teacher training.

**Teacher trainees:-** For the accountability of teacher education with reference to value inculcation, the proper selection and training of teacher trainees is a matter of fundamental importance.

- The present admission criteria needs modification. Entrance criteria for teacher education should be fixed for the entire nation considering the objectives of teacher education. Admission in B.Ed. training colleges should be limited to only those candidate who determined to undertake this course wholeheartedly as a whole time engagement. Along with their brilliant academic records, they should be examined for their attitude towards teaching profession, personality traits and value of life. Admission should be reversed only for a fixed number of well qualified and promising young men and women of caliber and character.

- Residential teacher education programmes should be encouraged, which would maximize human relations and values. Ample scope to work with community should be given to teacher trainees.

- Meticulously planned in service teacher training programmes with enriched materials/packages on value education should be regularly and honestly conducted.

**Institution:-** Educational institutes could contribute effectively in value orientation of Teacher Education.

- Such institute need to remain ever conscious of their primary task of assisting in value formation and in value inculcation among future teachers.

- An institutional plan could be developed and implemented for value calculation among teacher trainees.

- Commercialisation of teacher education should be stopped; i.e. no teacher education institute should be allowed to operate as a profit making institution.

- No substandard teacher education institutions should be allowed to function.

**Evaluation:-**

Unless value-education for trainees is put under the scheme of evaluation there will be only a lip service both by the teacher educators

and the trainees. The present examination system in teacher- education suffers greatly because of unscientific summative evaluation system. It is necessary to have abroad-based evaluation for testing value-education therefore continuous comprehensive evaluation should be implemented right at the teacher preparation stage. Semester system; can be uniformly implemented through out the country and teachers trainees should be evaluated continuously not only on scholastic areasbut also on non-scholastic, co-curricular areas, where the whole behavior and manner of trainees isunder sonstant observation. Orals, group discussions, seminars and practical observations b a panel of judges should be given due weightage besides the written tasks, essays and tutorials in which the trainees show more comprehension then application. This may help in inculcating among them values a teacher is expected to reflect in society.

#### TO SUM UP

**Good Teacher make good schools,  
Good schools make good students,  
Good students make good citizens,  
Good citizens make good nation.**

As teacher, so is the nation. He is the pivot around which all the educational programmes rotate in so far as their implementation is concern. He can either make or mar the nation and act as a mid wife for nation development. It is the teacher community who moulds the future society. Teachers are the section of society who can influence the future generation towards a positive attitude with a healthy value base, Hence, the teacher should be so prepared to fulfil the aspirations of the society, developing worth human resource with appropriate universal values. For this purpose teacher education should be restructured through value orientation.

Objectives, curriculum, method of instruction, teacher educators, teacher trainees, institution and evaluation practices constitute the seven essential constituents of teacher education. They are accountable for the value orientation of teacher education that exists in the society. Redefining the objectives in light of value oriented education, development of relevant curriculum, use of progressive methods of teaching, the appointment of competent teacher educators, selection of quality teacher trainees, an inspiring institution and a meticulously evolved evaluation procedure all combined together are very much required to provide the much needed value orientation to teacher education.

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