

Mantle of Teacher Educators in the Inculcation of Values among Prospective Teachers

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ABSTRACT

The hall mark of the ancient Indian Education was that moral precepts and values formed an integral part of the curriculum of the day. The legacy has been passed down from one generation to another and even today dealing with values and moral issues and inculcating the same in the student community is recognized as an integral part of teachers' roles. In the context of the changing social and cultural milieu, both in India and abroad, there is a crying need to imbue the younger generation with the right kind of value system so that they can handle the formidable challenges which they face on daily basis along with the rigors of life. Education has both an enormous and a defining role to play in the social, intellectual and political transformation of the society. Effective teaching practices in imparting value education have ranges from storytelling, exhibitions, skits, one act play and group discussions to various other formats. In the era of information and communicating technology, it can be hard to get a grip on the evolving roles of teachers and comprehend the duties of the teachers precisely. It seems as if the role of teachers has grown many fold; they are now expected to be tech-savvy, computer literate and acquire mastery over the cutting edge technologies pertaining to education. To inculcate values among the prospective teachers, the teacher educators, first and foremost, should be made to acquire the necessary attitude, knowledge and skills so that they can discharge their functions seamlessly and to the benefit of the prospective teachers. The role of the educators has become both challenging and rewarding, in terms of inculcating the right set of values among the learners. The proper assimilation of these values by the prospective teachers to a great part depends on the teacher educator and a teacher educator can do this through his positive role and prescribed means. Teacher educators must thoroughly comprehend what values are and their precise role in promoting multicultural values education. This paper, keeping in view the imperativeness of value inculcation in prospective teachers, focuses on the issue of teachers' training in relation to value education, the necessary changes that are to be brought about in the pre-service teachers education so that they will enable the inculcation of the pertinent values among the prospective teachers for the betterment of the next generation education.

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Every child at the time of his birth does not embody any value system and is without any prejudices like a clean slate. It is only when an individual goes and grows through his life that he/she tends to imbibe the value system depending on the environment that surrounds him/her. The educational environment in which a child is brought up plays a prominent, paramount and primordial role in building a value system and moulding his personality accordingly. Hence the need of the hour is an impeccable educational system which can facilitate an individual to pick up the right kind of values and ethical system that is highly imperative for his survival and growth. Human life devoid of value system lacks quality and is stale. As the human values are closely intertwined and integrated with the human life, a value-based education which really creates an enabling environment for the picking up of right values should be an integral part of the human intellectual development. Human values form an inseparable part of an individual's life and part and parcel of the day-to-day chores. Like charity, inculcation of values also takes place and begins at home. The school becomes the second setting, the second environment where the celebrated values can be fostered and nurtured when the child starts attending the school. As a child spends better part of his formative life in the educational institution where he forms his own unique personality, the teacher who helps him nurture his own personality should be highly committed and should have high regard for the value system so that he can imbue the child with the same. For this to happen, the teacher must be adequately trained so that he has unmitigated passion and commitment for his profession. As an integral part of education system, the teacher education is very closely related to the well-being of the society. The main thrust of the pre-school teacher education program is to prepare and mould the graduates into highly qualified and quality teachers who are equipped with right kind of pedagogical practices which will keep them in good stead once they join a school to impart meaningful instruction to students. The location of values in the teaching and learning process is thoroughly rooted in the cognitive and affective domains of Bloom's taxonomy of educational objectives. The National Policy of Education (NPE, 1986), advocates the need to make education a preponderant device for nurturing and fostering both moral and social values in the society. The Program of Action (POA, 1992) also emphasized the value education and made it mandatory to have ten core elements to be integral part of school curriculum.

Values describe individual or personal standards of what is valuable or important. They are generally the principals or the long-term standards that are used to judge the worth of an idea on an action. According to John Dewey (1948), 'value means to price, to esteem, to appraise, to estimate'. It connotes the act of cherishing something, holding something dear and close to heart and also the act of passing judgment upon the nature and amounts of values as compared with something else. The National Curriculum Framework (NCF, 2005) which amply reflects 'education for peace' aims to foster and nurture ethical development and inculcate the right kind of attitudes, values and skills which are highly imperative for living in harmony and coordination with oneself, with others and with nature'. Value education to a primordial extent is basically 'Man Making' and is related to 'Character Building'. It is essentially the process through which

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people transmit values from oneself to others and from generation to generation. Teacher education is primarily a value-laden activity that concerns itself with the overall development of the teacher because it is the teacher who transmits these values to the child in the school. The 'education' emphasizes a drastic quality to change in its orientation from the training of teacher as a craftsman to the development of the humane teacher.

Objectives of Values Inculcation

The main thrust as well as the focus of the pre-service teacher education program is to prepare graduates in the right mould to transform them into quality teachers who are equipped with the right kind of pedagogical practices that are increasingly in need to meet the rising demands and challenges that are being made on the teaching profession. Some of the specific objectives are as follows:

1. To develop an individual trainee into a teacher who is endowed with a broad background of humanistic and scientific knowledge.
2. To identify the values that are highly need and relevant to the content process/activities involved in the subject.
3. To develop and improve the individual skills and the latent talents for the sake of both self-actualization as well as for the common welfare of others.
4. To inculcate the students with moral, cultural, spiritual and psychological values.
5. To provide adequate opportunities for students to ponder over their values, clarify them and compare those values with those of others.
6. To develop appropriate and apt instructional material and lesson plans which can really facilitate in nurturing those values effectively among the students.
7. To identify and recognize the ways and means by which education tends to make possible the acceptance of certain very pertinent social values like tolerance, spirit of cooperation and teamwork.

Need and Importance of Value Inculcation

In today's multi-ethnic, multi-racial and multi-cultural Society with its ever changing social and cultural norms and expectations, it becomes very tedious and excruciating for any person to discern right from wrong. As a result, it becomes highly imperative to give preponderance to human values in the realm of education in the present era of global integration and to see that the right kind of value system forms part and parcel of the curriculum and the right kind of value system is imparted to the students in a meaningful way. Value education is a topic which is much debated and discussed in the field of education in our country. Of course, it goes without saying that the main intention or focus of any education is to go in step with value orientation. The values that are taught in an educational system present both a unique and true perspective of the development of any society ordination. They tend to provide in right perspective a rich reflection of the development process that had persisted in the society itself. Values are the ideals, virtues and qualities on which the beliefs and actions are thoroughly based. Values are the beacon lights,

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the guiding principles that shape an individual's attitudes, outlook and his conduct in the society and in the family.

Values' however, are either innate or mostly acquired. Value education is highly needed to help an individual to develop new values and improve existing ones so that he/she holds onto them and makes optimum use in them in the daily life. It is the duty of each and every individual to uphold and hold dear various types of ethics and values in life such as personal, social, cultural and universal. It is the values that determine the personality of individual and determine the growth of the individual, family, society, nation and the humanity at large. In the cultural and pluralistic society of the day, it is imperative on the part of education to foster and develop universal and eternal values that are oriented towards the unity and integration of all ethical values that are needed for the survival and growth of the society. There has been a rapid corrosion of ethical and moral values in society which needs to be curtailed. The the need of the hour is to have competent, committed and professionally trained and qualified teachers who can really stem the rot that is growing in the society and replenish the society with the fast disappearing value system to set healthy trends in the society once again. The advances in science and technology that persisted in the previous century and the rational enquiry that is underlying it has accelerated the process of social and technological changes which have turned the world be a single monolithic entity-a global village. The world of today is a mute witness to the growing violence, greed, looting, extortion, hatred and jealousy and is being torn asunder by these nefarious forces. All and sundry are fighting for name power and money. The erstwhile socio-cultural and spiritual life of man needs to be revived and must be made to enable to bring back progress, welfare and peace for both the individual as well as the society. The hope of having a healthy socio-cultural life is fast fading into oblivion because of the degeneration and the corruption that has crept into the society because of the steady decline of values. This is precisely the reason why the present-day society is so much concerned and worried about the deterioration of values and its earnest efforts to put on a high pedestal the values that persisted and prevailed earlier.

Teachers, undisputedly, play a paramount and a preponderant role in the overall development of any nation by inculcating healthy values into the minds of the new generation through the educational system. The educational system that has remained unchanged for a long duration of time has become obsolete and is no longer relevant and appropriate for preparing the today's learners for the global market. India has a very young population and it is growing at a scorching pace. Today, the education institutions failed to maintain the teaching-learning salubrious climate. The role of a teacher today is that of a friend, philosopher and guide and his primary responsibilities squarely lies in the restoration of the higher values of life in the present generation. It is the solemn duty of the teacher education institutions to create committed and dedicated teachers who can cater to the needs of the student community and the teacher educators should perform the duty in the real sense of the term.

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Value acquisition which must march in step with other dimensions of education must go on constantly in the school through myriad activities like instruction, co-curricular activities, relationship among pupils etc. As a result, education has a predetermined and defined role in inculcating basic values of humanism, socialism and national integration among the children and it presents a formidable challenge before the teacher and the taught. Teachers' education is the process through which prospective teachers are nurtured and the qualified teachers are updated with appropriate and commensurate knowledge and skills that are needed for the discharge of their duties in the form of continuous professional development. If our intention is to save our present and the forthcoming generations from value erosion, the ideal of 'simple living and high thinking' which is sadly quite conspicuous by its absence in our lives needs to be inculcated at all costs. The task of a teacher is cut out clearly in the light of the deteriorating value system and the society has assigned him the task of imparting moral values and ethical education to his pupils.

Inculcation of Values and Prospective Teachers

There are no two opinions regarding the vital role that the teacher is playing in imbuing values among children so that they can turn out to be good human beings. The unbridled and uncontested march of science and technology has resulted in a society with a dilapidated spiritual side and has snatched away the finest sensibilities that are holding considerable thoughts in our hearts. In order to undo the damage that has been done because of the resultant declining of values in our society, a value-based approach must form the backbone of educational system in general and the teacher education in particular. Today, umpteen problems of tectonic proportions are looming large in the face of the society and are challenging its very existence in the days to come. The threats to the civil society constitute terrorism, poverty, population explosion etc which are eating into the vitals of the system. Hence, as a result, there is an urgency and a crying need to not only incorporate moral values into the curriculum but also the teaching of them should be made mandatory which of late has been sadly missing. The following are some of the ways and methods by which values can be made to be imbibed by the prospective teachers during classroom teaching and learning process.

1. The teacher educators should thoroughly embed in the minds of pupil-teachers that a child is born with innate values and it is a solemn duty of a teacher to uncover them.
2. The student teachers should make the students aware about the ideals of life and the country's social and cultural ethos so that they can get influenced by them.
3. Value education should not be put into a straitjacket. It should not be circumscribed by textbook material but freedom should be given to the student teachers to find the right learning resources through their own initiative and inspiration.
4. Teachers should develop quest for knowledge and ethical values among the students and must create a salubrious environment which would facilitate the generation of fraternal feelings and emotions among fellow teachers and teacher educators.

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5. Values when taught in isolation can convey no sense and meaning and as a result effort should be made by the student teachers to provide adequate experiences in situations, feel and reflect about values and translate this reflection into action in the lives of the students.
6. Teachers must take into cognizance the values that underpinned the scientific endeavors and must make efforts to prepare curricula and the methods that reflect these values.
7. Under the onslaught and the weight of materialism, the edifice of faith, loyalty, trust, mutual help, fellow-feeling, sacrifice, fair play, obedience to law are crumbling down like moth eaten pagoda at present. The prospective teachers must be taught that materialism is not the be all and end all of life and there is greater meaning to life than merely pursuing material happiness and they in turn can pass on the message to their students.
8. It is not the mere inclusion of the values in syllabus that really matter, what must be taken to reckoning is how these values are put into practice by the teachers. The teacher educators must develop and plant competencies in teacher trainees to teach on the basics of the accepted principles of teaching and learning.
9. A teacher is considered to be a fountainhead of all knowledge and a perennial source of wisdom and great ideals. He is the vanguard of the society and its torch bearer. A teacher with a versatile personality can guide the whole generation of youth if he has a keen sense of values and has faith in the higher purpose of life.
10. The best way to explain vividly the moral values is through illustrations and stories. Through the use of role-play to narrate a good story in the lesson, by using poetry, novels and stories we can enthuse the students and inculcate moral values in them .
11. For the sake of healthy growth and development of the students' body and mind, human values need to be cultured and fostered. Therefore the best way to develop the spirit of a racial enquiry and self-discovery is through meaningful instructing of value education.
12. When the teacher acts as a role model for the students, value education is most effective and is presented at its best. The teacher must ensure that value education is at the heart of the education's philosophy.
13. Teachers must conduct themselves freely and without any bias or prejudice regarding ethnicity, gender, marital status, political or religious beliefs, family, social or cultural background, sexual orientation, or socio-economic status of the students. He must ensure that the prospective teachers need to be taught the importance of practicing democratic principles of which the principle of equality is the first and foremost in all the transactions that they do with the students.
14. Attention should be paid to the fact that the contents of the lessons that are taught to the students are replete with values. All values can be imbibed and inculcated through a suitably prepared language text and supplementary leaders.
15. After the lesson stimulus is initiated, the discussions of the entire class should be centered and must revolve around the values to be explored more deeply in the lesson. The teacher educators as a result must encourage healthy discussions and must also motivate the teacher trainees to participate and explore the ideas in themselves.

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16. A teacher is a teacher, be it within the school premises or outside. This should be borne by the teachers in the minds and the same should be richly reflected in the behavior both within the premises of the educational institution and elsewhere.
17. Emphasis should be laid on giving due importance to the personality of the students. The teachers must respect the students and ensure that they are not criticized unnecessarily and frequently. Introspection is highly essential for the school that wants to embody the right kind of value system.
18. Teacher educators must make efforts to train the teacher trainees to have a thorough understanding of the human nature. It should be driven home to the teachers that only with loving care and attention that one can bring about and establish a positive value system in a child.
19. Teachers' training should enable teachers to broaden their understanding of the school subjects and make them to look at them in a holistic perspective and must not treat the subjects as merely a body of cold facts.
20. Values are highly essential and play an insidious role in character building and as a result values must be accorded top priority in the education of a child. Strong values and socio-emotional competencies will enable a child to succeed in any field in flying colors.

CONCLUSION

It is an indisputable fact that a teacher plays a paramount and preponderant role in inculcating the moral and ethical values in the minds of the students. Education which is populated and complemented with right kind of values need to form the part of curriculum for the teacher trainees and the same should be imparted to the prospective teachers with a lot of grit, determination, will and commitment so that once these values system is firmly rooted in them, the same thing can be subsequently transmitted to their students, who will be taught by them in future. According to Indian tradition and culture, a teacher has a defining and a pivotal role in the process of teaching and learning. It is an acknowledged fact that without human values and ethics embodied into the life of people, life becomes bland and staid and carries no meaning. Life cannot be enjoyed if it is not accompanied with the right kind of value system. Even the survival of the human race becomes a formidable challenge if it is not deeply rooted in a good value system. As a result, only those human beings who have a sound foundation of morals and ethics are the need of the hour. Hence it becomes highly imperative that moral and ethical issues accompanying the character education should invariably and undoubtedly become part and parcel of the teacher education programs. The professional ethics for teachers is in by itself a complete program of value education for teachers. To put it in a nutshell, it can be surmised that the teacher educators are the teachers of future teachers and hence it is an accomplished fact that they are endowed with a huge responsibility and they should discharge their job with diligence and perform it to the best of their ability. Therefore, for sustainable human development as well as for the social growth, there is a need for a strong foundation of value-based education. The teachers and the teacher education institutions must ponder in-depth over the erosion of moral

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values among pupils and how the eroded values can be replaced by more healthy value system. The task though daunting and challenging can be accomplished if the teacher educators have the sufficient will and drive and their endeavors must be unconditionally supported by the Society.

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