

## Values in Teacher Education: In respect of tradition and Modernization

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**Abstract:** Teacher's quality is the keyword for assure the quality of education. Qualified competent teachers will be able to carry out their task professionally. It is necessitated that the reconstruction of educational system which should not meet only the present day needs and demands but also equips the learner to function in the future society. Values are embedded in the curriculum and in educational practices. Nowadays the importance of both values and competences are given due emphasis in teacher education (Solomon, Watson & Battistich 2001; Veugelers & Vedder 2003). The value transfer method is part of a pedagogical vision that has well-defined ideas about the good life and about important cultural traditions. The main objective of the study is to study the development of values in Secondary Teacher Education Curriculum in respect of tradition and modernization. It is a qualitative study. Content analysis was done on secondary teacher education curricula which were selected from different Universities of India. India has a long and rich tradition of indigenous education most notably associated with the most primitive teacher education system. There is a wider range of practice of education in the institution and in wider communities which is part of a wider construction of traditional education. It is important to explore the nature of traditional education because, to understand the modern education system needed to understand the background of traditional education system which remained a powerful source of value education. It was found that in India changes are occurred in Teacher Education Curriculum in respect of tradition and modernization specially in context of value education.

**Keywords:** Values, Tradition, Modernization, Teacher Education, Curriculum.

### INTRODUCTION

Values are embedded in the curriculum and in educational practices. For example, the development of values is part of personal and social development, moral development, identity development, and citizenship development which can be discussed by the help of tradition. Values are expressed in attitudes that become visible in opinions and concrete behaviour. Tradition and modernization are based on values refer to being in society, being with others, and the reflective view on one's own identity.

Teacher Education is a process of growing into cultural practices and positioning oneself by articulating what is valuable, it is a personal reconstruction of cultural practices. Different concepts of tradition and modernization differ on the pedagogical and moral goals of education, on how educational institutes can work with it. In educational policy, both in research and in practice, there are different ideas about the desired outcomes of education in the personal, social and moral domains, about how to work with values in education, and about the role of schools. Nowadays, the focus should be on teaching the right values, developing skills to reflect on values and behaviour by the help of tradition and modernization. Tradition and modernization helps to developing the cognitive skills to articulate their own values. In this tradition, analyzing and communicating values are important tools for moral judgment.

Nowadays the importance of both values and competences are given due emphasis in teacher education (Solomon, Watson & Battistich 2001; Veugelers & Vedder 2003). Values is linked with many aspects of the individual, such as the social being and citizenship. It helps to construct proper attitudes and behaviour in people. Values tend to be rather abstract, but they become concrete in narratives and practices. Because of abstract and fundamental nature, values are difficult to teach. Values are important for human development so education cannot fail to pay attention to them. Even if education does not wish to give explicit attention to values, they do their work through the hidden curriculum. In the work of Durkheim, Bourdieu and Willis, it is found that values always do their work.

### Values in contemporary education

Nowadays, in contemporary education values are practiced and reinvented in many countries. Regarding this, the most used concept is citizenship development. Citizenship development is linked to identity development. Processes of nation building and citizens' identification with civil society and political structures are arguments in favor of citizenship education on the political level. Social cohesion and public behavior are arguments on the social level. Self-regulation on the inter-personal and intrapersonal level is a necessary condition for both the social and the political level. The political, the social, the interpersonal and the intrapersonal levels are linked by values. Education works on all the level like the political level, social,

interpersonal and intrapersonal level or it can be worked in a hidden way. Citizenship development can be formed by social, cultural and political practices. By emphasizing obedience and social behavior in an unreflective way, on a more individualistic type of citizenship that stresses autonomy and disregards social concern, or on a more critical-democratic type of citizenship that considers both autonomy and social concern to be important (Veugelers 2007). The idea of educating for democracy has been strongly advocated by Dewey. He spoke of a 'democratic way of life'. Citizenship development is about knowledge, skills and attitudes and the combination of these elements is often referred to as competences. For a democratic society to flourish, it is necessary to know about democracy, to have the competences to act democratically. However, what is crucial are the values, which will help to behave democratically. Willing to live a democratic way of life is seen as the pedagogical aim of contemporary citizenship education in democratic societies (Banks 2004). Values are interwoven in all aspects of teaching: in the curriculum, in the school culture, and in teachers' behavior. Working with values is an essential part of teaching. Educating students to become teachers requires to learn how values are embedded in education, how they themselves, as reflective practitioners, can consciously create moral-based practices in education and what different philosophical, pedagogical and political theories and religious and cultural traditions say about values in education.

### **Values in teacher education**

Role of teachers are important to construct values in students. There are publications about the moral task of education that extends the research to the field of teacher education (Buzzelli and Johnston 2002), and there is also research on teacher education that now includes a moral perspective (Russell and Loughran 2007). In their book 'The moral dimensions of teaching', Buzzelli and Johnston (2002) present a moral perspective on teacher education. It includes redefining the teacher-student relationship, examining the personal beliefs and philosophies of students, re-contextualizing course methods and content knowledge, and ensuring authentic field experience and student activities. Buzzelli & Johnston (2002) stated that morality constitutes that set of a person's beliefs and understanding which are evaluative in nature: that is, which distinguish, whether consciously or unconsciously, between what is right or wrong, good and bad. Redefining the teacher-student perspective means sharing power and authority and becoming co-learners and inquirers with students. Students should according to Buzzelli and Johnston be invited into an apprenticeship in these moral sensibilities and to examine, test, and reformulate their beliefs and personal philosophies. Student teachers should learn how methods and content influence the value system of individuals. When student teachers enter classrooms during their field experience or student teaching practice, they become practitioner of values of pupil. They need to develop an awareness on values of policies, practices, tradition, culture and rituals.

### **Different values should be known by prospective teachers are as follows:**

Understanding of democratic values, Learning of discipline, Sensitive to human rights, Decision making, Self-concept, respect to others, Sensitive to environment etc.

It is necessary to educating prospective teachers in teacher education by developing a multi-perspective view on moral values in teacher education. It can help to make both the theory and the practice more suitable to support student teachers in their transition towards becoming teachers.

## **OBJECTIVES OF THE STUDY**

The main objective of the study is to study the development of values in Secondary Teacher Education Curriculum in respect of tradition and modernization.

## **METHODOLOGY**

It is a qualitative study. Content analysis was done on secondary teacher education curricula which were selected from different Universities of India.

## **RESULT AND DISCUSSION**

India has a long and rich tradition of indigenous education most notably associated with the most primitive teacher education system. There is a wider range of practice of education in the institution and in wider communities which is part of a wider construction of traditional education. It is important to explore the nature of traditional education because, to understand the modern education system needed to understand the background of traditional education system which remained a powerful source of teacher education. Generally a formal system of education started by prayers which is part of to teach a basic knowledge which given importance to the culture and tradition.

### **'Modern' educational practices in teacher education:**

- Technological models of curriculum design
- Objective based lesson planning
- Emphasis on Group learning
- Teaching learning resource which support learning
- Use of different Teaching learning practices like problem solving, reflective teaching, action research, and critical thinking
- Implication of 'scientific' models of assessment and evaluation
- Relationship between teacher and taught
- Connectivity between learning and doing
- Given preference to senior pupils to teach small groups of smaller pupils

### **Values in secondary teacher education**

Teachers' understandings of subject matter content interact with other kinds of knowledge like pedagogical content knowledge to influence the instruction that is provided to pupils. This concept is related to Cognitive Instruction, where prospective teachers are given opportunities to understand how children think about the particular content and then to base their instruction on children's cognitions and knowledge. Now teacher education emphasis given on professional skills, pedagogy, culture and value system.

In gender perspective there is a challenge in teacher education curriculum, pedagogy and social relations in their program. Previously

teacher education did not give emphasis on backward section of peoples. Then attempts given to incorporate multicultural perspectives into the curricula of teacher education programs.

Now the curriculum of Teacher Training programs addressed issues relating to the preparation of teachers for the culturally and racially diverse society for poor pupils. The impact of multicultural learning opportunities have been incorporated into teacher education programs. Emergence of Competency/Performance Based Teacher Education help to strengthen the teacher education system. Applications of behavioral psychology in teacher training help to create competency-based teacher education programs more. This general approach to teacher education emphasizes the acquisition of specific and observable skills of teaching which are assumed to be related to pupil learning. Another important element included in teacher education system is the development of instructional, management, and evaluation systems to monitor students' mastery of individual competencies. Microteaching was developed at Stanford University as a method for systematically teaching. Other technique for systematic teaching are simulation teaching, systematic classroom observation systems, and models of skill training, use of decision making and problem solving. Educating prospective teachers to conduct observations and to learn from and plan activities for children on the basis of their observations are key features in teacher education. The artist teacher, who has a deep understanding of the psychology of child development, is able to excite children about learning by providing them with carefully guided activities in a rich and stimulating learning environment. To do this however, the teacher needs to be a wide awake and fully functioning person in touch with his or her own learning. To provide prospective teachers with a variety of experiences in dance, creative dramatics, writing, painting, and storytelling so that they would be able to exemplify for their students an inquiring, creative, and open minded attitude. In teacher as researcher the focus was on fostering an experimental attitude toward practice on the part of the teacher. Child study was to become the basis for teachers' inquiries.

Student teachers are exposed in their courses to theories of cognitive, social, moral, and language development and then focus in various practicums on the application of developmental principles to the teaching of mathematics, science, and literacy (Zeichner, K.M. and Liston, D.P. (nt. fnd.).

Teachers should foster ideas and values supportive of social order. Student should cultivating students' ability to think critically about the social order. Teachers should have leadership role in the reconstruction of the society, teacher education was viewed as playing a key role in the process. The duty of the teacher educators is that, they must prepare teachers for schools who thoroughly understand the social, economic, and political problems with which the country is faced who are zealous in the improvement of present conditions and who are capable of educating citizens disposed to study social problems earnestly, think critically about them, and act in accord with their noblest impulses. The development of a thoughtful orientation among prospective teachers about education and society was thought to be critical to the ability of teachers to lead the intelligent redirection of the social order.

By experimental and demonstration teacher education program help to make socially prepared teachers. Integrating seminars, problems-based

curriculum, field trips and the observation, experiences that are offered to students with various aspects of community life. Student teachers are expected to develop skills of community participation by doing engagement with the field.

The course Perspective in education, with its focus on the fundamental problems of the school, the society, and the culture, would aid in the development of a social and educational philosophy by prospective teachers that would enable them to assume a leadership role in the making of educational policy.

Students with educational failure, poverty and despair for many rural and urban children could be broken through programs which specially prepared teachers and teacher educators to work in schools. Teacher education must implement a fundamental approach which is guided by the normative principles of democracy, equity, equality.

Teacher education is to contribute to social change (e.g., dialogic teaching; cross cultural communication, and cultural literacy). Teacher education is to contribute toward humane, and equitable social order, then it needs to be viewed as a form of cultural politics based on language, history, culture, and politics.

Teacher education program based on cultural politics consists of linking critical social theory to a set of stipulated practices through which student teachers are able to dismantle and critically examine preferred educational and cultural traditions.

One of the objective of teacher education is to prepare teachers who have critical perspectives on the relationships between schooling and societal inequities, and a moral commitment to correct those inequities through daily classroom and school activities.

The particular aspects of teaching practice like subject matter, children's thinking, the social context, cultural perspective are important. 'Reflective teaching', 'inquiry-oriented teacher education,' 'reflection-in-action,' 'teacher researchers', and 'action research' have become important and have been held on the issue of reflective inquiry in teacher education. 'Reflection' and 'reflective teaching' are important terms for reflective practice in teaching and teacher education.

### **Analysis of of Secondary teacher education curriculum in respect of values:**

As per the objective, content analysis was done to study the status of Value education in teaching and learning system of secondary teacher education curriculum.

### **Values in different subjects of secondary teacher training programme:**

Through the subject Contemporary India and Education, effort is made for the teachers to understand the true Indian society, the evolving and emerging modern Indian society. Its essential background is the sociological and the philosophical tenets that determine the social development. In a multi-cultural society that India is with multi-religious, multilingual, communities in a multiparty democracy, the sociological framework provides ample opportunity to print the tapestry with conflicts, strife, etc. between various cultural groups; it also provides similar amount of opportunity to paint the picture of unity in diversity. By careful analysis of different social

trends in the country, and the way these trends influence education, can develop deep understanding of the social diversity of the country where education works as a uniting force. While studying School Plant and Administration, trainees come to know of the policies the institute has about discipline, examination system, success and failure, punishment, etc. All these are instrumental in maintaining or disturbing Value in the organization. They observe how relationships among classmates change when one gets better grade on the assignment as compared to others. Jealousies and personal conflicts among peers are often visible on the announcement of the results of any competitive performance. The subject of school plant and administration also deals with the infrastructure and its maintenance. This can be used to bring into focus the concept of shared space and mutually supportive concerns. Similarly, the subject deals with organizational structure and hierarchy, and the role of interpersonal relationships in the organization.

A course in Knowledge and Curriculum in the B.Ed. teacher-training programme comprises Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. Significance of Philosophy in Education, Brief account of the tenets of the following philosophers of education – Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Dr.Sarvapalli Radhakrishnan and Sir Asutosh Mookherjee. Much more than the practices on ground, education in these different periods is guided by certain philosophical and theological orientations. This philosophy teaches equality of all religion, and provides a significant scope to induce peace messages during teaching of the subject. Similarly, the entire concept of gurukula where students or disciples stay with the family of the Guru and learn, provides an important framework of learning to live together and forms important pillars of learning as mentioned in the report of the International Commission on Education for the 21st Century, “Learning: The Treasure Within.” While teaching education in relation to constitutional goal, social issues and modern values, focusing on these social service components can bring in peace messages to the teacher trainees. Like history, history of education is often taught as a narrative of facts; it can be meaningfully changed into interpretation of events and evolution of a society, mapping the role of education therein.

### **Analysis of course Value Education:**

#### **The Objectives of course Value Education are as follows:**

1. Understand the meaning and role of value education in present context.
2. Be acquainted with methods and evaluation of value education.

#### **The secondary teacher training programme has the following topics in the course Value Education curriculum (in theory):**

- Meaning, Concept, Nature and Sources of values.
- Meaning, Concept, Nature and scope of Value Education.
- Philosophical perspective, psychological perspective and sociological perspectives of Value Education.
- Values in Indian Constitution and Fundamental Duties of citizens.

#### **General Idea about values:**

- Classification of Values

### **Personal and social values:**

- a) Intrinsic and extrinsic values on the basis of personal interest & social good.
  - b) Social, moral, spiritual and democratic values on the basis of expectation of society & one’s self inspiration
- Identification of Analysis of emerging issues involving value conflicts
  - Design and develop of instructional material for nurturing values
  - Characteristics of Instructional material for values.

### **Methods & evaluation of value Education:**

- Methods & Evaluation of Value Education
- a. Traditional Methods: Story Telling, street play & folk songs.
  - b. Practical Methods: Survey, role play, value clarification, Intellectual discussions
- Causes of value crisis: material, social, economic, religion evils and their peaceful solution
  - Role of School Every teacher as teacher of values, School curriculum as value laden
  - Moral Dilemma (Dharmasankat) and one’s duty towards self and society

### **The secondary teacher training programme has the following topics in the course Value Education curriculum (in Practicum):**

- Develop / compile stories with values from different sources and cultures,
- Organize value based co-curricular activities in the classroom and outside the classroom,
- Develop value based learning designings,
- Integrating values in school subjects.

### **Mode of Transaction of course Value Education are as follows:**

Different kinds of classroom activities like dialogues, reflective writings and presentations, meditation, anecdotes, role play, one act play, story-telling, group activities and group discussion can be used as teaching activities.

The teacher educators of secondary teacher education institution are expected to know the specific objectives of Value education. Such an awareness enables them to get an exact idea of what is to be inculcated among students for Value education.

Some of the problems are lack of enough time, availability of books and appropriate library, qualified teacher educators, encouragement by the management.

## **CONCLUSION**

A meaningful Value education, require proper methodology of teaching. While doing project works/group works, all the students, irrespective of their classes, should be allowed to work together. Organize programme on National Days, Birthdays of Great Man which help in developing the values. After reading a story, specify how this will inculcate values. Organize Value related activities along with their students for school assembly. The importance of any value education curriculum lies mainly in its appropriate syllabus and methodology of teaching, which must have been developed, based upon the knowledge

of the needs and requirements of the students. The nature of methods adopted in the study was from simple to complex. Moreover the students were given individual attention to their individual problems. Proper training of teachers should be arranged, so that the teachers

acknowledged of their responsibilities. In this regard the Value education curriculum in secondary teacher education programme not only provides all opportunities for self-expression but also enable the students to meet their psychological needs i.e. their innate desire.

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