

**Research Article****Value Education in Pre-Service Teacher Education****Dr. Nirmala**Reader in Education, IASE  
Saidapet, Chennai.**Abstract**

The present study focuses on the significance of value education in pre-service teacher education, highlighting the teacher's role as the true transmitter of curriculum and social values. Value education is essential for character building, reducing the value crisis, and nurturing enlightened citizens. The study was conducted among B.Ed. students from IASE, Saidapet and Lady Willingdon IASE, Chennai, during the academic year 2006–2007, using a questionnaire to assess awareness and attitude towards value education. Findings reveal that while only 39% of the students were aware of value education in their previous courses, all participants expressed a favorable attitude towards its inclusion in the B.Ed. curriculum. Respondents emphasized the importance of innovative methodologies, moving away from traditional practices, to impart values effectively. The study concludes that value education should permeate every aspect of teacher education, ensuring teachers play a pivotal role in instilling values and resolving value conflicts among students, thereby strengthening society and the nation.

**Keywords:** *Value Education, Pre-Service Teacher Education, Awareness, Attitude, Curriculum, B.Ed. Students, Character Building.*

**Introduction**

Education disciplines the mind, sharpness the intellect and refines the spirit. The main aim of education is to professionalize individuals to become socially efficient. Teacher are the transmitters of curriculum in its real sense. Hence whatever new programs activities or changes to be implemented, effected thrust should be possible only through teachers.

---

© 2008, Nirmala.; licensee IER. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License ([www.creativecommons.org/licenses/by/2.0](http://www.creativecommons.org/licenses/by/2.0)), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

## Values

The thrust of education is the development of value in human behaviour. According to earl Rogers the valuing is the tendency of a person to show preference. The needs of the human beings are placed in a hierarchy. Needs such as food, cloth, shelter are termed as lower and the need to pursue truth, goodness beauty, self-esteem are called higher. Values are inner imperatives which make us seek certain goals. : Value education teachers us to preserve whatever is good and worthwhile in what we have inherited from our culture". Report of the International Commission on Education (1996) UNESCO (Delors Commission) identified icons pillars to restructure education for the 21st century. **Learning to know, Learning to do, Learning to live together, and Learning to be.** The fourth one - "**Learning to be'** can be developed by consciously introducing value education in school curriculum".

"It is important to instill values in children at the primary and secondary school level to make them enlightened citizens". **Dr. A.P...J. Abdul Kalam, President of India.** "Teachers are called upon to impart value based education to the younger generation". **Dr. Kulandaivasamy, former V.C. Anna University, Chennai.**

## Value Crisis

The pace of life was much slower earlier, due to globalization and technological advancements in this 21st century of fast and quick moving world. Values are mortgaged to the tyrant time. The determination of goal starts at a very early age, due to highly competitive nature of the world. If they are not able to reach their set goal, children become tensed, stressed, their personalities alter, their attitudes change and as a result their value systems are abandoned.

## Role of Teachers in Imparting Value Education

Teachers have an important role on imparting value education. They are:

- To create a classroom environment as an essential preserver of the socialization process with the cultural norms.
- To transact new knowledge and skills along with ensuring that the value system also works as an agent of social change.

### **Studies Conducted on Value Education**

Attitude of primary school teachers towards value oriented education in primary level is found to be favourable and positive (**Dayakara Reddy, 2004**). Elementary teachers with less service have positive opinion than those with more number of years regarding Constitutional values (**Ramesh Babu, 2005**). Pranati Panda (2004) on emphasizing the need for Human Rights Education and Human Values among children indicated that human rights education too play a role in developing attitude and value orientation among children.

Pre Service Education is a process of transformation of a lay person into competent and committed professional educator. NCTE has identified five commitment areas for the teachers and one among them is commit.

### **Need For the Present Study**

Owing to the importance and role of teachers in character building, helping the children to come out of the value crisis and strengthening the nation as well as inclusion of value education in pre-service teacher education curriculum gains in importance. Hence the present study attempts to find out the awareness about and attitude of prospective teachers towards value education and to analyze the present status of value education in B.Ed curriculum.

### **Objectives of the Study**

The objectives of this study are:

- To assess the awareness about and attitude of prospective teachers towards value education in B. Ed curriculum.
- To find out the level of value education content in the B.Ed curriculum at present.

### **Method**

The survey method was adopted to find out the attitude of B.Ed students.

### **Tool**

A questionnaire with 25 statements in which one statement is to find out the awareness of B.Ed students about value education in their previous courses and 24 statements {14 positive and 10 negative} on a five point scale related to their attitude and opinion about value

education and its various components was constructed and validated by the author for this purpose. A range of 5 to 1 points are given for a positive item in the order of their alternative and 1 to 5 points are given for a negative item in the order of their alternatives. The total score range between 25 to 125. The questionnaire is given in Table 1.

### **Sample**

B.Ed students from IASE, Saidapet, Chennai (100Male) and Lady Willingdon IASE, Chennai (25 female) for the academic year (2006-2007) with qualifications (UG, PG and above) constituted the sample for this study.

### **Findings of the study**

1. 39% of the sample were aware of; 1% to some extent and 60% without any idea about value education in their previous courses.
2. The entire sample had a favourable attitude towards inclusion of value education in pre-service teacher education.
3. All the respondents accepted the importance of value education and its conclusion in pre-service teacher education.
4. The entire sample agreed that value education should find a prominent place in pre-service teacher education curriculum adopting different methodologies and techniques deviating from the traditional modes.
5. B.Ed syllabus of Madras University, M.G.University, Calicut and Regional Institute of Education, Mysore (NCERT) contains one unit about values mainly Social values and the list of values to be promoted according to CBSE, NCERT in the paper education in the Emerging Indian society.

### **Conclusion**

Teachers have a delicate role to play by helping children to resolve their value conflicts besides inculcating values in them. To conclude a broad consensus has emerged that the education of values should permeate the entire school life comprising teaching of different subjects, organization of co-curricular activities, organizational climate and general ethos of the institution vis-a-vis the teacher education institutions.

Good teachers make a good school

Good school makes good students

Good students makes good citizens

Good citizens make a good nation.

**Table 1**

**ATTITUDE OF B.Ed STUDENTS TOWARDS VALUE EDUCATION**

**NAME:**

**OPTIONAL SUBJECTS**

**QUALIFICATIONS:**

**SEX: MALE/FEMALE**

S.No	STATEMENT	Yes	To Some Extent	Not at all		
1	Have you been introduced to value education in your undergraduate/postgraduate classes					
		SA	A	UD	DA	SDA
2	The teachers' job is only to teach various subjects  and make the students get through in the examination					
3	Teachers play an important role in incorporating values in children					

4	Value education is to be incorporated in all papers of B.Ed syllabus					
5	Value education is only moral education					
6	There is no need to introduce value education in B.Ed curriculum since the B.Ed students are grown up adults					
7	Inculcation of values cannot be done by teaching them since adopting to good value system is the inborn quality of the individuals					
8	Values have to be taught only in schools					
9	Mere preaching of values is more than sufficient to inculcate values in children					
10	The methodology of teaching value education should be the same as that of other subjects					
11	The world has become a global village we need not maintain our cultural identity and cultural values need not be emphasized					
12	Rather than preaching the actions and deeds of the teacher should be a role model to the students in incorporating values					
13	While teaching various subjects it is enough if you train the students to answer the questions in the examination. Without telling them the hidden values of studying that subject	..				

14	Many people think that value education is only religious education					
15	Inculcating values in children helps them to overcome certain psychological problems					
16	Parents also play an important role in inculcating values					
17	Inculcation of values bring out desirable changes in the society					
18	Teachers play an important role in the total personality development of the children					
19	The mode of evaluation of value education should be different from that of other subjects					
20	It is necessary that the teacher educators should be given an orientation in value education					
21	A country with so much diversity it is difficult to incorporate value education					
22	The sudden hue and cry of the policy makers and educational planners in introducing value education is only a fashion					
23	The syllabus for value education courses should essentially include biography of great leaders, scientists, other eminent personalities					
24	Mass media to play an important role in incorporating values					

25	Value education has to be taught by a special teacher					
----	---	--	--	--	--	--

**SA Strongly Agree; A Agree; UD Undecided; SDA Strongly disagree;**

**DA disagree**

### References

1. Dayakara Reddy. (2004) Attitude towards Value Oriented Education in Primary School Children in Chittoor District. Journal of Educational Research and Extension. Vo141 (2) Apr-June.
2. Ghose.D.N.(2005) A Text Book of Value Education. Dominant Publishers. New Delhi.
3. Hindu dt 6.9.2006.
4. Kulandhaisamy.V. Is our education system outdated? Hindu Education Plus. Dt 7.8.2006.
5. Lalit Kishore. Incorporating value education in Science. School Science. Vol 38 No(3)
6. Panda Pranati (2004) Human Rights Education in Schools Perspectives and Challenges. Journal of Indian Education. Vol 31(2), August.
7. Elementary Teacher Education. (2003) A Blueprint of Process management. NCTERamesh Babu. (2005) Elementary Teacher awareness and Opinion on constitutional Values. Edutracks. Vol.4(12), August Sidana Jeewan Jyoti. (2004) Sharing the vision for Education in 21st Century. Journal of Educational Research and Extension. Vo141 (4) Oct-Dec
8. Swain Santhan Kumar. (2005) Teacher Education in India: A view in the global context Journal of Educational Research and Extension. Vol 42(3) July-Sep.