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Disseminating Value in the Curriculum Transaction of Teacher Education in North East India

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Abstract

Value enshrined in the Indian constitution introduced in the curriculum implies freedom from exploitation and ensuring to provide opportunities for individuals' development, irrespective of the background, gender, cultural or socio-economic identity and status. Each individual should be free and be able to avail equal opportunities to develop his/her individuality fully according to one's interests, attitudes, and capacities. Curriculum of teacher education programme in India has been upgraded much. Still it needs modifications and it does not fully address the basic needs and value of contemporary Indian schools and society. Thematic analysis strategies used to describe the reality of value disseminated by the teachers during the curriculum transaction. This is an unstructured interview where data were collected, and analyzed through thematic approaches to satisfy credibility, transferability, dependability, conformability, and trustworthiness. The study claimed that the teachers are disseminating the values in their classroom and most of the teachers are disseminating the value those are satisfactory and per day they are providing few minutes the value related to environment, social conscience, and civil senses.

Keywords: curriculum transaction; dissemination of value; northeast India; teacher education; thematic approaches; transferability

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Introduction

Existing curriculum in corporate to value education in India

In 21st century, different kinds of changes taken place all over the world and brought changes in the values of human life and teacher's role is to inculcate value because it involves the processes of thinking, knowing, understanding, feelings, and action those the students apply at home, school, and in the society. That's why, in India, teacher training programme includes 12 core values in the curriculum like; peace, respect, love, happiness, freedom, honesty, humility, tolerance, co-operation, unity, responsibility, and simplicity. The National Policy on Education (1986) expressed concern over the erosion of values in the society and increasing cynicism in school, family, and society. However, education is the only medium to foster values for maintains unity and integrity in the nation. In addition, the Programme of Action 1992 has been tried to integrate the components of value into the curriculum at all stages of school education. Similar to this National Curriculum Framework 2005 highlighted in the vision of education to introduce the core values in the curriculum in every aspect of schooling to articulates the need to to promote values that foster peace, humanities, and tolerance in the multicultural society. In India, the teacher education curriculum highlights the value of democracy refers to the power of the people those teachers educators disseminate the value of democracy in order to feel the reality of life that starts at the very beginning of education, and its values practiced at various levels immensely encourage students and teachers to be a good citizen. According to University Education Commission report, teacher students should realize the value of democracy a way of life not a mere political arrangement rather it is based on the principle of equality in freedom irrespective of religion, gender, occupation, or economic status. In a diverse country like India, exercising freedom with responsibility is necessary for ensuring peace in the nation. Especially, in teacher education curriculum, concept of justice is highlighted in sociology of education ensures that the freedom of one does not become tyranny for another. Teachers educators try to conceptualize justice refers to be truly meaningful needs sharing of power, compassion towards underprivileged, and empathy towards the disadvantage. An education of rights and duties becomes important to ensure fight for justice. In addition, teacher education curriculum, the significance of justice is discussed in teaching of social science to know the rights and duties for the welfare of the whole community. Equality is another value enshrined in the Indian constitution is also introduced in the curriculum implies freedom from exploitation and ensuring to provide opportunities for individuals development. It is, therefore, imperative to provide adequate facilities to children to develop their abilities to the optimum. The key to real democracy is the feeling of goodwill. Fraternity is at the heart of school, society, and nation and the citizens need to internalize the principals of equality, justice and liberty to promote fraternity among all, regardless of religious beliefs, regional and local diversity. Therefore, fraternity is a cardinal principle for the success of a democratic society. Secularism is another value that implies equality and equity and discards any kind of social or religious stratification or differentiation. The concept thus entails tolerance for all religions, castes and all kinds of social diversity. Religion is an important source of values. India is multi-lingual, multi cultural and multi-religious country. Openness to the religious beliefs and practices of others, search for truth, receptivity, away from dogmatism, intolerance, and violence are some of the key values and attitudes, which need to be, inculcate in our young generation to develop inter-

cultural and inter faith understanding. Values enshrined in the constitution of India point towards the principles of equality and social justice and appreciation of cultural values such as equality, fraternity, justice can promote inclusivity where all members of the society feel included irrespective of their color, culture, economic, social background, caste, religion, gender, or community. The culture and the philosophy of the school is a powerful source of inculcating values. Depending on the atmosphere of the school, children acquire sensitivity to different sets of values and ideals. Similarly, the physical environment of the classroom and ambience of the school communicates certain values that may facilitate or hinder development of values.

Review of Indian literature

Barahate (2014) conducted a study on “role of a teacher in imparting value-education” and found the importance of value education in the present system so that the future generations will nourish high ideals and values to contribute in the development of the society and the role of a teacher in imparting values. In the impact of value education on inculcation of ethics in contemporary society found that the role of values education in inculcating code of ethics is the guide the self-conduct and social groups of human life in contemporary society (Bera and Paul, 2015). Kotaiah (2014) conducted a study on “role of the teacher in development of moral values” and found that the teacher can foster various moral qualities among the children through curricular and co-curricular activities in the school. Whereas, to inculcate values among the teacher educators it’s necessary to develop attitude, skills and knowledge so that they can discharge their responsibility properly (Reddy, 2017). In addition, Yashodai and Kumar (2017) conducted a study on “role of the teacher in inculcation of moral values among high school pupils” and found that values are the lifeblood of a civilized human society. Education is the only means of inculcating right values in the heart and soul of the youth. Dasari (2017) examined value system and value preferences of prospective teachers of secondary schools in India found that school plays a great role for inculcation of good values. Therefore, curriculum provides necessary inputs for prospective teachers to realize the importance of values. Bhardwaj, Tyagi & Ameta(2015) conducted a study on “a study on the role of school curriculum and teachers in inculcation of values among elementary school students” and found that elementary stage is the best to inculcate values among the children. So, pedagogy of value education should be introduced in the teacher training programmes, so school would automatically get value education. Chaitanya (2017) found that value based education and methods, strategies, approaches has significant role in education and also found that value education should become the corner stone of the educational system and moral upliftment of younger generation. In this respect, teachers play a vital role in imparting values and development of the society. Singh (2014) conducted a study on “values in teacher education: issues and challenges” and found that to inculcate values the necessary curriculum and skills required for a teacher educator (Sharma, 2015).

Review of western literature

Human values as a predictor of moral maturity of teacher candidates where freedom is considered as the most important value whereas materialistic values are considered as the least important (Solmaz, 2018). Social values are one of the sub-dimensions of human values, are responsible predictors of moral maturity. Akbar and Dogan (2018), conducted a study on, “the role of personal values in social entrepreneurship” and found

that pre-service teacher's personal values like- honesty, self-control, social skill etc have predict their social entrepreneurship characteristics. Mor (2018) found that teachers in a post-modern democratic society that respects the ideal of autonomy is to seek the development of their students and shaping their character to practice certain values and lead a successful life. Iyer, Carrington, Mercer and Selva (2018) values orientation and enterprise skills in pre-service teacher programme provides value oriented learning focused on inclusion, diversity and differences. Teachers adopt self-responsible and decision making approach to implementing inclusion, social justice, and equity. Calderon (2011) found that with the growth of a global economy, there is the need for a type of educational system that promotes civic engagement as a means for building new models toward a democratic society. Value based curriculum is an ambiguous process entailing unpredictable, thought provoking, motivational, collaborative and transformative aspects (Bergmark and Westman, 2016). Tay (2013) examined the views of prospective social studies and classroom teachers about values, value education, and found that individual acquires knowledge, skills, values, and habits, which are necessary as a member of a society. Prospective teachers should inculcate values through the teaching of social studies. Teachers may adopt various roles in the process of fostering and developing certain values in their students (Demirhan, 2011) and it should be used during teacher student interaction. Developing values in primary classrooms and the place of the humanities" and found children's classroom activities and the quality of their participation are key to learning around values. Humanities subject should be value-based democratic approach (Cox, 2017). Collinson (2012) found that intellectual freedom has long been a desirable ideal and a foundational value for supporting democratic governance. Teachers foster communication and encourage values and attitudes conducive to intellectual freedom (Nordin, & Sundberg, 2016). Hopmann (2008) found that curriculum should be based with the logic and value where no child, no school, no state left behind. However, world models, and national curricula should reflect the value and it should be disseminated (Meyer, 2006). It needs changing curricula in primary and secondary education but at higher education teacher should directly try to share and apply the value so far ethics is concerned (Kelchtermans & Ballet, 2002). Like these, social aspects, value and knowledge could be disseminated by curriculum theory, research and politics (Whitty, 2017). In addition, Bernstein, 2000, opined that pedagogy is the optimum medium to advise students what to do and what not to do. During curriculum transaction value and knowledge are the two sides of the same coin (Young, 2013a) curriculum is a standard for classroom practices but the new meaning of teaching is only to disseminate the value (Wahlström & Sundberg, 2018). However, how an un-standardizing curriculum or any multicultural teaching can address the student what is value in common (Autio, 2014). Curriculum and pedagogy should reflect the culture and social values (Englund, 2011). Conceptualizing curriculum, value and knowledge within and beyond national context, so teacher should disseminate these (Karseth & Sivesind, 2010; Sundberg & Wahlström, 2012).

National and international trends in Curriculum transaction of Teacher Education

All the countries of the world have given importance to teacher education because the destiny of a nation is being shaped in her classroom. Now, teaching is considered a professional activity. Therefore, training for teacher is considered essential and compulsory. No nation develops beyond the quality of its education system, which is highly depending on the quality of its teachers. At present, there are two types of

teacher training programmes prevalent in the educational system. At elementary level, it is necessary to develop behaviour, good manners and habits, living togetherness, all kinds of physio-social development, linguistic development, value inculcation etc. So, in this stage we need an efficient, effective and trained teachers, which are responsible for the all round development of the students. Here, diploma in elementary education programme provides necessary attitudes, skills, knowledge etc regarding the elementary stage of education. In this training programme prospective teachers are enable to understand the nature and maturity of children for imparting education. The NCFSE (2000) stated that elementary education include- freedom from stress and anxiety, development of practical skills, positive attitude, and values. It seeks to nurture values by developing a positive social attitude towards the dignity of labour, aesthetic sensibility and skills for healthy living. In the recent years, India has taken a fresh and more critical look at the role of education within the context of national development. It is imperative that the teacher has to assume greater responsibility, so as to initiate action for the transformation of society as an agent of social change and thereby help to achieve the goal of national development. Thus, success in carrying out educational reforms and acceptance of the new role by the teacher, which in turn depends on the quality of teacher education. The secondary education, is organized after primary education and before higher education. In India, secondary education was introduced on the recommendation of Wood Dispatch Report, 1854. At this stage, students are prepared for higher education includes the aim of secondary education is development of personality, leadership, democratic citizenship, formation of character and promotion of vocational efficiency. In the western countries, the teacher training programmes of developed countries are concerned with the integration of content and methodology in their programmes for teacher education. The study of the programme of teacher education in various developed countries of the world help us to understand their progressive curriculum, which is ultimately prepared a qualified, trained and effective teachers. Teacher education in developed countries like U.S.A, U.K, China, and Australia has systematic teacher curriculum. In Australia, teachers in Govt. secondary school, must obtain a first degree of at least 3years duration, followed a diploma in education which is a one year course. Their curriculum is also a well systematic and defined one, where we found content, methodology, and practical based activity which in turn to develop proper values, skills, attitudes, knowledge regarding the teaching profession. It is recommended that in both pre-service and in-service teacher education courses, it would appear that there needs to be a more structured and reflective basis for the value dimension of the curriculum. The issues of classroom management, discipline, and behaviour are linked with the concept of values. The main aim of teacher education in U.K is to prepare students to providing high quality teaching for all pupils. Courses must ensure that students acquire the insights, knowledge, and skills necessary for achieving the highest academic standards. Teacher educators should be capable of playing their role in raising learner's attainments in literacy, numeracy and the application of information and communication technology and helps the pupils prepare for the next stage in their education and identify how the educational experience will help pupils prepare for the world of work and the wider responsibilities of citizenship. However, in U.S.A, the courses have an essentially practical emphasis involving the exchange of experience, the presentation of case studies, the simulation of teaching situations and actual problem solving with the active participation of all students.

Teacher education curriculum in India and other developed countries: a comparison

Curriculum of teacher education programme in India has been upgraded much. Still it needs modifications and it does not fully address the basic needs and value of contemporary Indian schools and society. Whereas in developed countries, the programme of teacher education is fully relevant to their society and schools because they prepared their curriculum on the basis of the present context of the time, which ultimately fulfilled the demands of the students and society. Their curriculum is based on content, methodology, research, and practical activities, which are essential to prepare qualified and efficient teachers with value. India has one of the largest systems of teacher education in the world while the internship, practice teaching, and practical activities needs to be better planned and organized more systematically. The curriculum, pedagogy, and evaluation of teacher education programme needs to be made more objective as well as comprehensive. In case of western countries, they emphasized all aspects of teacher training programme, which include- content, mass media, art, health, hygiene, skill based knowledge, creativity, and life-skills. A well balanced and rich curriculum prepares trained and effective teachers and at the same time these teachers are the backbone of any society and nation. It is the responsibility of a teacher to develop a wholesome personality of the students and inspiring them to achieve higher goals in life.

Objectives

- 1) To study the reality of value, disseminated by the teachers during the curriculum transaction.
- 2) To study the frequency of dissemination of value in the curriculum transaction.
- 3) To study the opinion of the teachers about their satisfaction during dissemination of value in the curriculum transaction.
- 4) To study the parameters of value disseminating by the teachers during the curriculum transaction.

Methodology

Thematic analysis used in this qualitative research to study the actual reality in disseminating the value by the teachers during the curriculum transaction. The frequency of dissemination of value and the satisfaction during dissemination of value in the curriculum transaction of teacher education is assessed. Here, credibility is one of most important factors in establishing trustworthiness in preference to internal validity. For that purpose purposive sampling used and after the data collection we tried to familiar with the data, coded (labeling) the whole text, searched for themes with broader patterns of meaning, reviewed themes to make sure about the data and created a coherent narrative that includes quotes from the interviewees. The findings of one study can be applied to other situations in preference to external validity/generalisability. Dependability addressed the issue of reliability; the positivist employs techniques to show that, if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained. Employment of overlapping methods and in-depth methodological description could allow to study be repeated. For conformability, triangulation used to reduce the effect of investigator bias, beliefs, and assumptions. Recognition of shortcomings in the study methods and their

potential effects was scrutinized. Three different educational institutions namely- University, Training College and Degree College, were selected to interview with the teacher for the better understanding about the issues of value those are disseminated by the teachers. One university department of a rural area, one degree college in a urban area and training college in a semi-urban area, with similar qualification, work load and related contents, those are transacted by the teachers were selected. 50 teachers were purposively selected to participate in the study. The purposive sampling technique used because teachers with different background, qualification as experience would affect the teaching methods that is why purposive sampling technique used to select equal degree as qualification and experience.

Value Assessment Schedule and data collection

A value assessment schedule is used to take the interview having 15 open-ended items related to the dissemination of value in classroom transaction assessed on how and what the values teachers mostly disseminate among the students. Item no 1 relates to individual class, paper and the teacher what most used to teach. Item no 2 assess the values, those teacher promoting during the classroom transaction. Item no 3,4,5 are relating to the values those the teachers promote during the curriculum transaction which could affects the life skill and habits of the students. In addition ,item no 6,7,8 are relating how much time the teacher take and what are the essential values that they have to disseminate among the students. Item no 9,10,11,12 are help to assess the values during the curriculum transaction. Item no 13,14,15 are assessed the skill and competency of the teachers during the curriculum transaction and the disseminating the values. This is a standard tool having the Cornbach alpha .86 reliability and content validity ratio was .80. It takes maximum 10-15 minutes to conduct the interview for each individual. Fifty teachers of university departments, training college and degree college having equivalent qualifications, experiences, and workloads were interviewed to assess the issues of value those are disseminated during curriculum transaction. After selecting the sample and in their convenience the researcher visited the teachers for open interview. During the interview, the teachers share their opinion, which we are related to interview as well as out of the interview. Their personal feeling, they discussed with the researchers. Therefore, it took two months to collect the data from 50 teachers. Specially the teachers belong to AUS, they took much time because of their daily workload and their insufficient time to seat in the interview. However, the teachers of institutions TDC & TC provided their maximum time and openly discussed and opined their suggestions and respondent the question of the interview in formal manner. The institutional code, no of teachers and code of the teachers are given in table 1.

Table 1. Institution, code, no of teachers and code of the teachers

Dept/ Institution	Dept./ Institution Code	Teacher	Teacher code
Institution- A	AUS	Teacher 1.....30	TAUS 1/2/3.....30
Institution - B	TC	Teacher 1.....10	TTC 1/2/3.....10
Institution - C	DC	Teacher 1.....10	TDC 1/2/310

Thematic Analysis

Thematic analysis strategies used to describe the reality of value disseminated by the teachers during the curriculum transaction the frequency of dissemination of value in the curriculum transaction, opinion of the teachers about their satisfaction during

dissemination of value in the curriculum transaction, and to study the parameters of value disseminating by the teachers during the curriculum transaction. This is an unstructured interview where data were collected, and analyzed through thematic approaches to satisfy credibility, transferability, dependability, conformability, and trustworthiness. The researcher(s) produce a coherent and plausible explanation of the phenomenon under investigation where the sampling process described adequately. Not only was that but also there was a coherent rationale presented for the sampling strategy, and the investigators interviewed the participants and examined the circumstances that are relevant to the research question. Triangulation used multiple data sources in an investigation to produce understanding for corroborating findings and as a test for validity. Rather than seeing triangulation as a method for validation or verification, the researchers generally used this technique to ensure the result rich, robust, comprehensive, and well developed. Analyst triangulation used in this multiple analyst approach to review findings or using multiple observers and analysts. This can provide a check on selective perception and illuminate blind spots in an interpretive analysis (Denzin, 1978, and Patton, 1999). The theme of the study is described in question form and interview tool used to take the response. Do the teachers actually disseminate the values? This question concerned with the teachers curriculum transaction along with the dissemination of value and that's why unstructured interview was conducted both inside and outside the classroom to know about their ideas, beliefs, and types of value education, those they are providing to their students. If they are disseminating value, how frequent they are providing during their curriculum transaction? Teachers were asked if they are disseminating the value and how frequent, and what extent they aware the students to know and implement in their day-to-day life. Whether teachers are satisfied in the dissemination of value to motivate learners in a right direction? This question is the tertiary part of the general research question but now the question raise whether the teachers are satisfied during the dissemination of value, those help to motivate the learners in right direction. The teachers were interviewed to know their satisfaction regarding students' motivation to learn in right direction. If they are providing values then what are these values? That is why personal interview was conducted to know about the types of values those are disseminated by the teachers (see table 2).

Table 2. Checklist for evaluating qualitative interview research

Theme- 1	Category	Participants Perspectives
R.Q-1, Whether teachers are actually disseminating values in their normal classroom?	1.1, Teachers try to develop values in the classroom.	Sometimes teachers take normal classes and during their classroom transaction, they disseminate values among the students.
	1.2 Teachers disseminate values In the actual classroom situation	Teachers believe that classroom is the actual place to disseminate values
R.Q-2, If they are disseminating value, how frequent they are providing during their classroom transaction.	2.1, Teachers usually develop values in classroom and sometimes take 5 to 10 minutes	Yes, teachers inculcate values through giving some examples, story etc, during the normal classroom interaction.
	2.2, Teachers take 5 to 10 minutes to disseminate values	Sometimes teacher take some specific time period to inculcate values in the classroom

R.Q 3, Whether teachers are satisfied in the disseminating of value, to motivate learners in a right direction.	3.1, Teachers feel satisfied to develop values among the students	After the inculcation of value teachers easily identify their level of maturity
	3.2, Teachers also feel proud to motivate students in the right path	Teacher assess the students development of values by providing some group activity and group behaviour
R.Q 4, If they are providing values then what are the values.	4.1, Teachers inculcate values among the students.	Teachers inculcate values in the classroom like- freedom, justice, equality, democracy, secularism etc,

Research Question 1

Theme 1 – Teachers are disseminating values in the classroom

It resulted that most of the teachers were trying at their best to develop values among the students in the regular classroom transaction. They said, classroom is the best place where we can easily taught values to the students because students learn the values, which are taught by their teacher in the classroom. When we asked about disseminating of values in the classroom, teachers like TAUS 4 and TTC 7 said that we usually disseminating values in the normal classroom related to our course content. Teachers TDC 2 and TTC 6 said that sometimes we inculcate those values through our class lecture which are related to students daily life “.Teachers of AUS1 opined I am frequently providing the knowledge of value and ethics; those learners will behave outside of the classroom and try to motivate others.

Contrast to him TAUS2 opined that within a short period of time how we could provide the value, it ‘s not a matter of joke rather values are instinct and insight potentiality of the individual those nobody can disseminate or practice to learn in a normal classroom situation.

The TAUS teacher of TC1 shared experience that..... we usually try to disseminate the value within a 3 to 4 minutes or simultaneously we discuss the value related concept during the curriculum transaction but hopefully it may not play impact on that.

Very interesting the teachers of TC justified that..... the teachers should provide value, and we teachers are responsible to disseminate the values during the transaction of course of content. Nevertheless, question is how it could be possible. TDC1 experienced that,

.....I am seriously providing the values during the normal classroom and I think the teachers should provide the values related to equality, justice, and gender issues, and in addition, teacher should not differentiate the students with respect to their performance and socio economic status. I am not telling what to do and what not to do, but I should try to practice the value those will be helpful for their benefit.

Similar to them TDC9 keep his word in such a manner that.....

..... he is not interested to keep his interview regarding these values rather he toldwe are providing values as much as possible along with we are giving more emphasis to complete the syllabus . Teachers of TC9 opinedteaching profession is noble one, and I am

providing the values to my students both inside and outside the classroom, there is no formal approaches to disseminate the values.

Research Question 2

Theme 2: Teachers are frequently providing values in the classroom

During this interview, teachers were asked, how much time they usually take to provide value education to the students, because values are something, which developed gradually in the minds of the students. Teachers said that they generally inculcate values during classroom transaction. Teachers of TDC 9 and TAUS 10 said that, sometimes by giving examples, story of a great personality but value takes time in inculcation like 5 to 10 minutes and during that time period their main focus is only value inculcation.

Teachers of TAUS4 opined that value

....they are providing in the classroom during their class room transaction. In their class they taught values which are related to the students real life. They believe if they taught these values in the classroom so that students will automatically adopt these values in their behaviour.

On the contrary, TTDC7 said that

we already loaded with academic and non academic activities, so some times it is not possible for us to provide all the necessary values in the classroom.

Along with these, TTC8 claims that

we were busy with different activities, so to complete the syllabus of academic year is most important compare to other things. Therefore, it is not possible frequently providing values but we try our best to teach some values in the classroom.

Whereas TAUS9 said value inculcation,

it is the duty of the teacher to provide values in the classroom so they can easily understood what are good values and the importance of these values in their life.

Teacher of TDC opined that.....

we usually relate the values with content of study because student learn easily that things which they found relevant and useful.

In addition to these, teachers of AUS said that

if we frequently deliver lecture on values students apply it in their life, and actually this is the duty of a teacher to inculcate values among the students.

Research Question 3

Theme 3: Teacher's are satisfied to motivate learners in the right direction.

In this interview, we found teachers of AUS were satisfied to saw the changes among the students and they usually accept the behavioural changes after the value transaction.

As if teacher of TDC7 perceived that

We are satisfied with students' change attitude about the values those they are applying in their real life and maintain it in every walk of their life.

On the contrary, teacher of TC5 said that we just motivate the students to adopt values through our teaching learning process.

Teacher like TC7 opined that

we are busy with our allotted work, so we don't have much time to observe our students.

Teachers of AUS said that

a teacher is a path founder of our society, so it is the responsibility of a teacher to not only motivate but also show them a right direction.

According to some teachers, they are satisfied to develop values among the students, they believe, if students learn about values in the classroom, so that they can apply it in their practical life. Teachers also assess their development of values, through observation and activity, whether they move on a right direction or not. They also taught some life skills education to their students, which is very use for the student of 21st century. Teachers like TAUS 3 and TTC 5 said that, we generally observe their group activities to know their development of values”.

Some teachers of TDC claims that

they usually observe students behaviour whenever they were with their friends, in the playground, in the classroom etc. They also observe their individual as well as group life.

TAUS states that

we organize many co-curricular activities during our academic year and here we keenly observe as well as assess their loyalty, honesty, morality, punctuality, truthfulness etc. Some teachers said that we are satisfied to motivate our students in the right path of their life.

TTC explains value,

it is the main duty of a teacher to motivate his students in the right direction. So, we should develop values among the future teachers, so that they can taught values to their students.

Research Question 4

Theme 4: Teachers inculcate values in the classroom

In this interview, we found most of the teachers inculcate values in the classroom, and they taught values like- justice, equality etc to the students. Now a days, a student play a multi dimensional role in his life, so values are most important things in their life. Because without values how can we be survive as a human being in this world. Values are the pillar of a good life for a responsible citizen of a country. Teachers like TAUS 6 and TDC 7 said that,

we usually inculcate democratic values in the class, for the all round development of the students.

Teacher of TDC10 said that

values are most essential things in each and every individual life. Without it no human beings are civilised being. So, we believe values like- freedom, justice, equality etc.

Similarly, teacher of TC9 opined

...that in teacher training program we prepare our future teacher to disseminate his duties properly. And it is the teacher who taught almost everything to his students.

On the contrary, teacher of TC 2 said that

it is already with in every individual so we just develop it.

Teacher of AUS said that

we try our best to develop values among the students during our curriculum transaction.

Teacher of TDC opined that

we usually transfer values like- justice, fraternity, liberty , freedom etc. These are the most important values which we must inculcate among the students as they are the future citizen of our country.

Teacher of TDC said that

it is the responsibility of a teacher to inculcate values during his classroom interaction. Because if they develop values within themselves they can easily live a dignified life.

On the contrary, teacher of TC said

that it is not possible to taught all the values in the classroom so we just give a verbal guidelines regarding the values.

On the other side, teacher of AUS said that

values should be taught during the teaching learning process. It is a natural tendency among the students that whatever teacher taught in the classroom, they consciously or unconsciously adopt it as their quality.

Discussion

The recent study claimed that the teachers are disseminating the values in their classroom and most of the teachers are disseminating the value those are satisfactory and per day they are providing few minutes the value related to environment, social conscience, and civil senses. In addition to that, teachers are motivating the students to go beyond religion, castes, ethnicity, and language. Without any biasness like gender, socio-economic status, parental education and low and high performers, students have to acquire the knowledge, sense those they have to apply in their daily life. Not only was that few teachers of AUS are dedicatedly providing the value during their curriculum transaction to motivate these both inside and outside the classroom. Few teachers of institution B & C have tried to develop the values in their normal classroom. This result was supported by Brady (2011), Kotaiah(2015) and Anjena(2014). The

clarity of the result is transferable and it has high-generalizing ability and conformability because the data are described and compare between and among the teachers perception and has high reliability and the triangulation used to reduce the effect interview bias, beliefs, and assumptions. The teachers of these institutions, faced the unstructured interview, and the data were analyzed through thematic approaches to satisfy transferability, dependability, conformability, and trustworthiness. Now the question rose if they are disseminating the value how frequently they are providing these during their curriculum transaction. Out of 30 AUS teachers 50% , teachers viewed they are usually develop the values in the classroom and few teachers opined they discussed 5 to 10 minutes most probably about the values during their curriculum transaction. Contrast to them teacher of TC & DC institutions are frequently providing these values through examples, short stories, even through moral lessons during the curriculum transaction. This result was supported by Demirhan(2011), Dasari(2017) and Chaitanya(2017). Now, the clarity of result has is the most important factor in establishing the trustworthiness in preference internal validity. We are sure that the sampling and the level of the research work highly confidential and the result is suitable and perfect to generalize. Whether teachers are disseminating the value or learners are motivated in right direction. It was found that teachers usually develop values and they are satisfied to guide the pupils. The teachers of AUS ,TC & DC were highly satisfied after developing the values .This result was supported by Cox(2017), Reddy(2017) and Rai(2014). The clarity of the study was perfect and it has high trustworthiness and creditability in supporting to transferability and generalizability. All these data are purely empirical and compared after personal interview those are not overlapped or repeated. To answer the research question like if they are providing values what are these values. The study claims that teachers inculcate values among the students but not all the teachers. Few teachers of AUS, TC & DC inculcate values in the classroom specially to understand, what is freedom, justice, equality, democracy, and secularism, social, political, national, and international development. Most of the teachers they tried to sensitize gender biasness, equality and they tried to implement multi-culturalism in their classes and to unite the students they adopted multi-lingual approaches to maintain the integrity of the classroom. This result was supported by Bergmark and Westman(2016), Barahate(2014) and Santhi(2016).This result has high clarity, regarding the dependability, creditability, transferability and trustworthiness. In northeast context, teachers are highly dedicated and they tried to improve the value among the students. So, far the skill and competency of students to implement these values in outside the classroom was not assessed in this study but the study justify that teachers are disseminating the values during their curriculum transaction and they put their sufficient effort to improve the value among the students.

Conclusion

Disseminating of value is a great challenge in front of the teachers. So far, skill and competency concern, teachers are active and they have good content knowledge but few teachers are abled to disseminate the values simultaneously during the content or lesson delivery. Overall, in this study, we have interviewed 50 teachers and found most of the teachers have tried at their best to develop the values among the students in their regular classroom transaction. Nevertheless, when we asked the teachers they said, we disseminate the value during our course of content delivery through lecture method. All the teachers were belonging to three institutions that were purposively selected for the

interview. In this context, the quality of the research is a thematic type of analysis based on credibility is a factor of trustworthiness to achieve the internal validity. Participants are positivist, respected the interview format, and opined the reality, teachers are frequently providing the values in the classroom, but sometimes the values are transferred through stories, examples, and discussion. In this context, we can draw the conclusion that teachers are satisfied in motivate the students and developing the value among them. Except few teachers, all are interest to co-operate and tries to develop the values among their daily classes. However, we generally observe that during the group activities teachers more socialize the students and practice on how to work together and realize the value of life and in the society. It is also observed that values are mostly two types, those we can interpret in two forms like extrinsic and intrinsic values. Teachers provided to develop the emotion, perception and realization related aspects of their students. Teachers sensitize the students on how to feel the concepts or values by heart. In extrinsic value teachers develop the values on how to practice these in the society relating to liberty, equality, multiculturalism, gender-sensitization, service dedication, sacrifice for the family and the society. It is concluded that in a northeastern region teachers are dedicating working they are providing values among the students.

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