

TEACHER AND VALUE EDUCATION: AN EXPLORATORY STUDY

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The value crisis in the contemporary Indian society is casting its evil shadow in all the corners of our life. Even after more than half century of progress in different fields, our society is witnessing different types of problem; one of them is corrosion in values. Such types of problem create a question mark on our development as well as on our present educational system that in which direction we are progressing—material or spiritual or in both. This situation reflects that spiritual development is lagging behind material aspect. The basic concern is how we can overcome this problem. No doubt, the responsibility of society and school are equally important, but the major responsibility goes to the teachers in the development of the values. It is the teacher whose personality influences as role model to his/her taught in the school. Students learn value from the teachers than from the texts taught by them. In this concern teacher education needs reorientation to meet this demand. The paper provides rationale in support of teacher and value oriented education. The paper also considers different practical issues in this orientation and suggests remedial measures.

Keywords: Teacher, Value Education, Exploratory

Introduction

Education is necessarily a process of inculcating values to equip the learner lead a life- a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society (NCERT, 2003). But education has become a business today. This has changed the outlook of the students as well as the parents and it has further resulted in deterioration of respect for teachers and all those who are a part and parcel of education system. The (growing) political, social and scientific attention to the moral aspects of teaching also concerns teacher education. In today's era of competition and survival we observe laxity in values. Industrialization has led to the emergence of high life style and raised the standard of living of people. It has made man rich in materialistic sense but deteriorated the ethical fiber in the society. People crave for money, power and pelf (Aneja, 2014). They are ready to jeopardize the interest of other people in pursuit of their selfish gains. Corruption in religious, economic, social, educational field is rampant. We come across many social evils in the society. Children due to their exposure to mass-media are turning juvenile delinquents (Radha, 2016).

Education is a process of all round development of an individual-physical, intellectual, emotional, social, moral and spiritual. The teacher is expected to function not only as facilitator for acquisition of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based (Kaur & Nagpal, 2013). Vivekananda has asserted: "Education is not the amount of information put into your brain and runs riot there, undigested all your life. We must have life building, man making, character making assimilation of ideas. The ideal, therefore, is that we must have the whole education of our country spiritual and secular, in our own hands and it must be on national

methods as far as practical.” Education was beyond all religions in the sense that it was aimed at realizing the ultimate reality, harmonious development and spiritual well being of and individual. The relationship between teacher and taught was spiritual and divine (CBSE, 2003). With such a close relationship, individuals acquired knowledge, efficiency and attained meaning to life. In recent times, education became mere acquisition of information in cognitive learning areas with the sole purpose of passing examinations and getting degrees. This is resulting in the emergence of lop sided personalities. Man has become so narrower, materialistic, bewildered, frustrated and confused that he does not know the art of living with another. Everywhere, there is a feeling of emptiness, dreariness and meaninglessness. Therefore the poet T.S Eliot has called this world a “Waste Land” where man is spiritually dead in the midst of unparallel material progress and miraculous scientific achievements. The moral and spiritual foundations on which we structure our education system alone can mould the personality of the child and future destiny of our country. Inculcation of values in the children, a sense of humanism, a deep concern for the well being of others and the nation can be accomplished only when we instil in the children a deep feeling of commitment of values that would bring back the people pride in work that brings order, security and assured progress (NCERT, 2003).

Values are standards or principles considered important in life. They come from within (Love, Kindness, Compassion, Mercy, Sympathy, Empathy, etc.) and also by Practicing (Punctuality, Discipline, Obedience, Behaviour, Conduct, Character.). They are the foundation of human existence (Radha, 2016). Without the knowledge of values society cannot sustain. Values tell a man to differentiate between good and bad, what one should do and what one should abstain from. They bring quality and meaning to our life. Value gives a person his identity and character. Value act as guidelines - they tell him what he should and should not do.

Objectives of the Study:

1. To explore the importance of value education
2. To study the concept of value education
3. To explain the role of teacher in promoting values.

Study Method:

Qualitative analysis method was used for the present study.

Data Collection and Analysis:

The data collected through the secondary sources like books, Magazines, Journals, Newspapers and Websites was than subjected to qualitative analysis.

Results and Discussion

1. Present Education System: Dearth of Value Education

In recent times, education became mere acquisition of information in cognitive learning areas with the sole purpose of passing examinations and getting degrees. This is resulting in the emergence of lop sided personalities (Veugelers & Vedder, 2003). Man has become so narrower, materialistic, bewildered, frustrated and confused that he does not know the art of

living with another. Everywhere, there is a feeling of emptiness, dreariness and meaninglessness. Therefore the poet T.S Eliot has called this world a “Waste Land” where man is spiritually dead in the midst of unparallel material progress and miraculous scientific achievements. The moral and spiritual foundations on which we structure our education system alone can mould the personality of the child and future destiny of our country (Lovat & Schofield, 1998).

The scams, scandals, arrests, corruption, rape cases, youth unrest are part of our everyday life. A very pitiable and shameful situation in is for a long time after independence. Where are the younger generations going? Why is there so much of chaos all around, choking the entire humanity? Why does the every colour of world reflect darkness? The answer lies in two words-‘value crisis’ (Barahate, 2014). "Value" has different meanings, depending on the context, in which it is used. Today we are talking of value education, value based politics and value based society. All of us feel that the values are falling and nobody is respecting them. In an enthusiasm to point fingers at others we do not realize that we too have contributed to this fall. While technological advances are wont to throw up all kinds of questions about pedagogical practices and the evolution of the learning environment, the role of values in education gets far less attention. This seems strange, given that developing a basic set of values has always been a cornerstone of a students’ education (Barahate, 2014). Inculcation of values in the children, a sense of humanism, a deep concern for the well being of others and the nation can be accomplished only when we instil in the children a deep feeling of commitment of values that would bring back the people pride in work that brings order, security and assured progress. Values are the basis for the social, intellectual, emotional, spiritual and more development of an individual. Value education is not a sphere of activity distinct from other activities. Values are regarded as abstract beliefs that transcend specific situations, objects and issues and they function as standards of conduct as compared to attributes which are evaluative judgements related to specific issues and situations. Values are more central constructs and relate more closely to basic human needs and societal demands.

2. Value Education: Need of the Hour

Values are among the most precious gifts which a person can experience and learn. Out of experiences may come certain general guides to behaviour. These guides tend to give direction to life and may be called values. Our values show what we tend to do with our life and energy. A value is only produced by a person's own behaviour and has a lot to do with the person's own opinions (Aspin & Chapman, 2007). Having values affects a person's behaviour. Developing your own values is both an individual and a lifelong process which should be supported in the classroom. School should take the development of individual values as seriously as the syllabus- you cannot have one without the other. A teacher can convey the importance of the “values-clarifying-process” to his pupils, for example he can teach them about something which will be very useful to them for a long time to come (DEST, 2003). He should, however, never attempt to either influence the pupils' concept of values whether auto-critically, inappropriately or secretly or to impose values of his own upon them. Pupils need freedom to practise leading their own life and to develop their own life-skill values. Of course, not everything is a value. The principles closest to values are

known as “values indicators” and are directly connected to the process of developing a set of values, i.e. aims and objectives, wishes, feelings, interests, opinions and beliefs, attitudes, activities and fears. It is an educator’s duty to help young people to develop these “values indicators” into values. We can express the need of values as follows (Kalita, 2015):

- To guide the human beings in the right path, to inculcate the concept of Universal Brotherhood and to achieve the absolute values of Truth, Goodness and Beauty.
- To give direction and firmness to life and bring joy, satisfaction and peace of life to preserve our culture and heritage and to develop morality and character;
- To bring the behavioural changes towards positivism;
- To promote the peace and harmony in the individuals and society;
- To bring quality of life and sustainable development in the society.

Above all, the most important need is to inculcate the core values such as truth, righteousness, peace, love and nonviolence among the people to make them good human beings in true sense (Kalita, 2015). Education should foster universal and eternal values, and be oriented towards the unity and integration of our people. It is therefore, essential to explore and identify the concrete devices for the incorporation of values in education.

Educational institutions can inculcate value education through the following ways and means- Cleanliness programme in the institution; Community service programmes; Social service programmes; First-aid programmes; Celebration of national days and festivals, dramas depicting values; Student participation or self-government in institutions; Silent meditation; Observation of punctuality by all; Equal treatment to all in the institutions; Lecture or talks emphasizing on the unity of all religions, harmony and national integration; Setting good examples of conduct and behaviour by the teachers which may be imbibed by the students in themselves.

3. Role of Teachers in imparting Value Education

Ordinary Teachers can bring about extraordinary transformation in the society. A teacher should practice what he preaches. Teachers are a role-model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. Teacher makes a maximum impact on the personality of a student in the formative years (DEST, 2005). Students imbibe virtues and vices knowingly and unknowingly from these role models. Teachers demonstrate the appropriate behavior of their students by their actions. Teachers must have healthy attitude and should possess rich values. Teaching is all about attitude positive/ negative towards their job of imparting quality education. Teacher should act as a friend, philosopher and guide. A teacher is not only a source of information but is also a mentor and guardian. For this teacher must respect the teaching profession, love her subjects and students, Students will seek inspiration from teachers who have high self-esteem (Lovat & Toomey, 2007).

If contemporary education is to be value based it can never be done without the teachers themselves understanding, appreciating and upholding the life sustained moral values. The teacher cannot have excuse whatsoever. If one cannot practice these values, one should not dream of teaching a job. It is a mission and vision for life and for posterity. That is the kind of realization that should be created in present day teachers (Lunenberg et al. 2007). The theoretical knowledge of virtue must be supplemented by adequate practice of good

character, the school concepts like the school traditions, the tone of the school, co-ordination between staff and students, activities and opportunities provided by the school. Co-Curricular activities afford opportunities for the training of character. A set off moral and ethical value is internalized by him and form part of an enlightened conscience that acts as an internal control on his character. The institutes of Teacher Education should take responsibility to prepare their students to achieve these goals. The commitment and responsibility of teachers is very essential to make the excellent teacher–student relationship and maintain peaceful school atmosphere (UNESCO, 2007). Teachers should be a model to the student in his character, behaviour and all virtuous things. The teachers are expected to advice and guide the pupils regarding their general behaviour in school and outside the school. Teachers must plan their programme in such a manner as to assist children in developing desirable sentiments. The teacher can help to build a good self-image of the child. The child should be helped to look upon himself as honest, upright and reliable. There should not be any gap between their preaching and practice. Teacher is supposed to be the ethical watchdog of the society. He is a role model for his students and also for the society. His secret of teaching values is to inspire and kindle the quest among the students by means of his own example of character and mastery of knowledge. It means by embodying values with ourselves we can really radiate values to our students. So a good teacher should possess a sound psychological knowledge of the different parts of the being, of the different qualities that come into play in various actions and the right laws of the development of personality in relation to the development of capacities and values of an integrated personality (Veugelers & Vedder, 2003).

Role of a teacher in organising co-curricular activities in school as a Planner, Leader, an Organiser, a Recorder and Evaluator, a Manager, a Decision Maker, an Advisor, a Motivator, a Communicator, and a Coordinator. Considering Co-curricular activities a teacher has to make adjustment in the time table to provide for those activities encourage pupil participation and also provide guidance while participating, as an integral part of curriculum (Aneja, 2014). Then these activities will have a wholesome effect and have great educational values too. All the co-curricular activities should be organized with a spirit of devotion. Thus by planning a coherent programmed on different activities, rich in stimuli will also be heightening their abilities of self-expression, preparation for vocation, sentiment of loyalty, organizing ability, creativity, constructiveness and maintain good relations between school and community. Without these activities the school will be no more than a teaching shop and the children no more than bookworms. He has to set an example by having the right attitudes to work.

Conclusion

Hence, to conclude- The role of a teacher in the changing social scenario is becoming very challenging. In the earlier times teacher was the only source of information and commanded respect on this respect. Any one desirous of gaining knowledge had to bow down to him. Today, we have multiple information centres such as books, coaching centres, the audio visual aids and internet services. Thus teacher's role as the only source of information is marginalized. The society is becoming more materialistic and values appear to be pushed into the background. Everyone in the society is aspiring to become rich, as much as possible and as quickly as possible. Getting rich at any cost has been the motto. Invariably

this process of getting rich instantly is at the cost of values. Only an ideal teacher whose life itself is a beacon light of values can lead a society in the right direction. He has to demonstrate the essential values such as optimism, motivation, willingness to learn and teach, truth, non violence, never to speak and think ill of others, creativity and ability to demonstrate unaddressed love. Promotion of human values in the society depends on the promotion of good qualities among individuals. In every tradition and in every country the place of a teacher, not only in the institution but also in society, has been glorified. According to a Japanese saying- A poor teacher tells, an average teacher teaches, a good teacher explains, an excellent teacher demonstrates and a great teacher inspires. To inspire the students, a teacher should discharge twin roles- one is to mould himself and other to mould others. A nation with atomic power is not a strong nation but a nation with people with strong character is indeed a strong nation. Therefore, for the sustainable human development as well as for the social growth, there is a need of value based education, spiritual education, ethical education, as well as need based education.

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