

Role of Teachers in Imparting Value Education

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Abstract:

Gautama Buddha has rightly preached "Desire is the root cause of Evil". Students are told not to fulfill their desires by improper ways, by adhering to immoral activities. Values should be integrated in various aspects of life. Values go a long way in building a person's character. Education without strong character is like a ship without a captain. Good education is inconceivable if it fails to inculcate values which are indispensable for a holistic life. Qualifications and skills are essential in the success of an individual but without values he is incomplete as a person. Values are virtues that are imbibed by the children from their surroundings, the environment in which they are brought up, the environment in which they live Value education is important to give for any individual. The good values must be inculcated in the individual's mind right from their childhood. An attempt to state the importance of value education in the present education 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

Keywords: Education Values, Value Education, Role of Teacher, Teacher Education in India and suggest some improvements in the existing Value Education

Introduction:

Values are the principles or standards of an individual's behavior and can help him/her to judge what is important in their life. They reflect ones' attitudes, choices, decisions, judgments, relationships, dreams and vision towards their life and surrounding environment. Hence, educating everyone about the values, right from their childhood is important. An individual learns different values from different sources like family, relatives, friends, community, religion, traditions, customs, books, environment, great personalities and many other sources. There are two types of values: innate and acquired. Innate values are the internal values developed from one own mind and feelings. Examples include love, care, empathy, honesty, hate etc. Acquired values are the external values developed from one's own experiences or influences by the immediate environment for eg: convenience, status, ambition, and power, one's mode of dress, cultural customs, traditions, habits and tendencies. There is a serious need to give the "Value Education" to individuals mainly in the place of learning environment, as they spend most of his/ her time and learn many things. Value education can be given or gained in any place like home or in schools, colleges, universities, jails, voluntary youth organizations or at many other places. John Dewey (1966) said "Value education means



primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else". Value education is a process of teaching and learning about the ideals that a society considers them to be important (Lovat & Toomey, 2007 and Robb, 2008).

Education without vision is waste, education without value is crime, and education without mission is life burden. Values are the guiding principles of life that contribute to the all-round development of an individual. It is the part and parcel of the philosophy of nation and that of education system. They give a direction to life and thus bring joy, satisfaction and peace. Values add quality to life. The other corresponding function of a value is that it should also contribute to the welfare of the family, the community and the nation. Value system is the backbone of the society. Value education means inculcating in the students, a sense of humanism, a deep concern for the well-being of others and the nation.

Value education teaches us to preserve whatever is good and worthwhile in what we have inherited from our culture. In ancient India, the Vedas, the Upanishads, the Epics manifested and upheld the values of Indian society. There the meaning of value is widely accepted as **Satyam, Shivam and Sundaram**. More importance was given to morality, honesty, duty, truth, friendship, brotherhood, etc. They were the themes of Indian culture and society.

OBJECTIVES OF VALUE EDUCATION:

1. Role of Teachers in Imparting Value Education
2. To understand the role of the value education.
3. To study about the Evolution of the 'Value Education' Concept in India
4. To define the role of Teachers in Value Education and suggest some improvements in the existing Value Education program.

Roles Are Significant:

1. A teacher must play the role of an agent who stimulates, provokes, informs and sensitizes the students with orientation towards the value situations in life.
2. By involving the students actively in discussions, dialogues and practical activities; a teacher should make them think and reflect on human actions and events.
3. The teacher should also expose students to works of art, beauty in nature, and in human relationships and actions of moral worth, and develop their moral sensibilities.
4. A teacher should help in creating an atmosphere of love, trust, cooperation and security in the institution favorable to the development of high ideals and values.
5. A teacher should possess the right qualities of mind and heart necessary for the pursuit of knowledge - love of knowledge, curiosity and desire to know, sincere desire to keep on learning and update knowledge, humility and honesty to admit ignorance.
6. They should have a sound social philosophy, characterized by social sensitivity, concern for social justice and human rights. It is essential that they carry out their professional obligations in accordance with the highest standards and ethics of the teaching profession.
7. The institutional processes in the training institution should help teachers acquire

these capabilities by providing concrete situations and opportunities and actively involve them in appropriate learning experiences.

8. They should develop a nationalistic feeling among students.
9. Create an awareness about the problems of future specially those related to food, water, energy, environment, pollution, health and population.
10. Give equal importance to all students irrespective of caste, creed, gender, status and money.

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. 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.

A decade back or so the role of a teacher was limited to being a source of information. But today this place is shared by books, coaching classes, multimedia technology etc. So, the role of a teacher is marginalized. Role of a teacher has increased manifold. In modern times we are experiencing transition. A teacher can maintain values and nurture them. A teacher has an immense potential of bringing about a sea change in the society by demonstrating essential values of head and heart.

Teacher can impart values in students by giving them instructions through discussion, experimentation and lectures and by the following mentioned ways:

1. Teachers can maintain a case-study register to closely observe the students and note down the positive and negative traits of their personality.
2. Teachers should also tell the students to maintain a spiritual diary in which they will surrender themselves to God and take an oath to follow the path shown by him.
3. By organizing cultural and sports events values like team spirit, sharing, spirit of cooperation, patience, courtesy etc can be imparted.
4. National and religious festivals must be celebrated to foster a feeling of homogeneity.
5. "Thought for the Day" should be employed in assemblies.
6. Moral thoughts trigger in them moral thinking.
7. Teachers should give importance to cooperative learning.
8. Skits, role plays propagating moral values can be performed by students under the guidance of teacher.

9. Teacher must tell the students to go to the libraries- the treasure house of knowledge. Classics available in the library are morally rich and inspiring.
10. Teacher must explain the students the importance of meditation & yoga practices for realization or the attainment of oneness with God.
11. Every day a teacher must spent at least 5 minutes on moral lecturing.
12. Impart knowledge of foreign languages to make them know different cultures.
13. Organize games, excursions, visits to places of historical importance.
14. Club activities like nature club, literary club, wildlife prevention club, social service camps, blood donation etc.
15. Suicidal tendencies in students should be curbed. They must be prepared by the teacher to face the challenges of life fearlessly and with courage.

Educational institutions can also inculcate value education are:

1. Cleanliness Program in the institution
2. Community service programs, social service programs and First-aid programs
3. Celebration of national days and festivals, dramas depicting values
4. Student participation or self-government in institutions
5. Silent meditation
6. Observation of punctuality by all
7. Equal treatment to all in the institutions
8. Lecture or talks emphasizing on the unity of all religions, harmony and national integration.

Evolution of the 'Value Education' Concept in India:

Ancient India: Value Education in India from the ancient times has held a prime place of importance. From the Gurukul stage the child not only learnt skills of reading and archery but more the philosophy of life in relation with its temporariness. Hence education in India was born of this vision to achieve one's experience in the absolute as a spark of the divine and in this process practice of one's duty accompanies the acquisition of knowledge. In the modern school system value education, was termed moral education or moral science. British were neutral in their policy towards religion and value education. The Central Advisory Board of Education (CABE)(1943-46) emphasized spiritual and moral education. It was the responsibility of home and community.

Committee on Emotional Integration (1961) pointed out that the science students should have at least some background of humanities; it opined that there should be a compulsory paper on India's cultural heritage. Education Commission (1964-66) recommended moral, social and spiritual values at all levels. UNESCO (1972) felt that the education system should promote values of world peace and international understanding and unity of mankind. In the 1980s, the government was more responsive to the needs of Value Education in schools.

The National Policy on Education (NPE 1986) proposed readjustments in curriculum to make education a forceful tool to inculcate social and moral values; to eliminate obscurantism, fanaticism, superstition, illiteracy and fatalism. This envisages a

national system of education based on a National Curricular Framework containing a common core along with other components that are flexible. The common core includes the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, etiquette, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, and observance of the small family norm and inculcation of the scientific temper. Evolution of the 'Value Education' Concept in India Examples of Some Value Education Policies around the World the Indian Government currently promotes Values education in its schools. The Ministry of Human Resource Development has taken strong steps to introduce values among schools and teacher training centers. Also, India is known as the land of introducing values. In India, from the leadership of B. Shaji Kumar and New Golden Education Trust (NGET) value-based education is provided throughout the country among schools from first standard to twelve standard classes.

Suggestions for Improvement in the 'Value Education':

1. Values need to be imbibed among children by parents in terms of respecting fellow human beings/environment/plants and animals etc.
2. Children should be taught about the dignity of labor and make them self-dependent.
3. They need to be trained to own the responsibility for doing good or bad work.
4. Value education should be embedded with School curriculum.
5. Materialistic based behavior pattern should be curbed/discouraged from school days and core discipline of behavior needs to be encouraged.
6. School teachers need to play a key role in shaping the behavior of children by imparting good values as children get influenced by teachers at a tender age than at teenage or adulthood.
7. All round performance of the students' needs to be considered for promoting to higher education rather than considering only academic performance.
8. Students need to be exposed to poverty, illiteracy, human degradation/humiliation etc. from school education as a part of NSS activities, so that they will develop empathy towards fellow human beings.
9. The curriculum should focus on gender equality, empowerment of human beings despite caste, creed, race and religion, patriotism, scientific approach towards problem solving, awareness about protecting environment for future generations, social justice, protecting human rights, etc.
10. Education should be practical oriented than theory-based curriculum.
11. A holistic approach needs to be adopted in imparting value education to the students.

Conclusion:

Today, we have multiple information centers such as books, coaching centers, 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.



Thus, Teachers play an important role in the nation building by character building of the students. The best and the greatest profession in the world is that of a teacher, because the future of a nation depends upon the type of teachers who shape the future generations. Every teacher plays the most important role in shaping the students as enlightened citizen. Swami Vivekananda's words should not be forgotten by the teachers- "Arise, Awake and Stop not till the goal are achieved".

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Education and Society
(शिक्षण आणि समाज)

Special Issue
UGC CARE Listed Journal
ISSN 2278-6864

Education and Society

Since 1977

The Quarterly dedicated to Education through Social Development and
Social Development through Education

May 2023

(Special Issue-1/ Volume-I)



INDIAN INSTITUTE OF EDUCATION

128/2, J. P. Naik Path, Kothrud, Pune - 411 038