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## Role of Teachers in Strengthening Value Education in India

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### ABSTRACT:

Value – oriented education refers to a planned educational process aimed at the development of proper attitudes, emotions and character in the learner. It covers all the aspects of personality development. Values are standards according to which the behaviour of individuals is judged. Education of our population on this value-oriented education is the prime requirement of the day.

Today's children are tomorrow's citizens and the Nation's strength. The teacher has a vital role to play in our effort to educate to national development. It is the responsibility of the teacher to guide, inspire, and illumine their students, to enrich his/her discipline and to inculcate values which are in consonance with our cultural heritage and social objectives. Values can be developed by teachers at different levels i.e., Pre-Primary to Higher Education through General Education and Vocational Education.

The success of any education system depends on the quality of the teacher which, in turn depends on the effective teaching learning process in a classroom. Teachers' performance is the most critical input in the field of education. Whatever policies may be laid down in the ultimate analysis, these have to be interpreted and implemented by teachers as much through their personal example as through teaching learning process. The teachers should *emphasis on "man – making" and not "money – making" education. So, in future, the teacher should try to inculcate both the material and spiritual*

**KEY WORDS:** Role of Teachers, Strengthening, Value Education, Personality Development.

## INTRODUCTION:

Value education refers to a programme of planned educational action aimed at the development of value and character. Every action and thought of ours leaves an impression on our mind. These impressions determine in our behaviour at a given moment and our responses to a given situation. The sum total of all our impressions is what determines our character. The past has determined the present and even so the present i.e., our present thoughts and actions will shape our future. This is a key principle governing personality development. The human values are resolved having lasting impact necessary for bringing about change in thought and conduct, in the 21<sup>st</sup> century.

Values are socially accepted norms to evaluate object, person and situation that form part and parcel of society. Value system is the backbone of a unified society. Values may change from society to society and also from time to time. For example, every society abides by certain moral values and these values are accepted by all the societies as “**Global Values**”.

Values are the windows of understanding society. It justifies action. Allport (1950) define “Anything that yields a satisfaction (or provides a means for such satisfaction) is designated as value”. Values are what people like or dislike, need, enjoy, desire or what their culture prescribes for them.

Values are imbibed by an individual through a process of conviction. Values contain the judgmental element in that they carry in an individual’s ideas about what is right, good or desirable. Values are necessary not only for individuals but also for organizations, societies and Nations for their sustenance and growth. Values are relative in nature. They differ from individual to individual, from organisation to organisation and from country to country.

Values are determined and influenced by the values cherished by the society. Values are not static but change according to the changing society. There are two types of values.

1. Instrumental values like interests, wealth, prestige, etc.
2. Intrinsic values like health, honour, purity, etc.

Instrumental values cause confrontation, while intrinsic values caused harmony.

## What is Value Education?

Value education is education for “becoming”. It is an encounter with the total personality of the individual keeping in view all aspects of personality development - the intellectual, social and emotional, will and character. It involves developing sensitivity to and awareness of what is right, what is good, what is beautiful, ability to choose the right values in accordance with one’s conception of highest ideals of life and internalizing and realizing them in thought and action (Seshadri, 1998).

The process of value education calls into plays the three domains-knowing, feeling and doing. Not only should the learner be enabled to know the right and the good, but also to feel the appropriate emotions, concern and commitment and exercise the will to do the right thing. It is a process of interacting with the total human being with a view to develop capacities of reflective thinking and independent judgment on issues that are of critical concern to oneself and to humanity. It is a process of helping individuals to think freely and critically, to act responsibly and with courage and conviction. Eventually, it should give place to independent appraisal of a situation after rational deliberation and principled judgment.

Value education is not merely the cultivation of cognitive faculties, but also affective and conative. One cannot merely give a lecture on values. Just as swimming cannot be taught merely by lecturing, but by leading the learner to jump into the water and help him in the practical art of swimming in the midst of water. Similarly, value education requires of the teacher, the ability to inspire the student to enter into the waters of life’s situations and give him practical abilities and art of practicing values in concrete situations in life with an attitude:

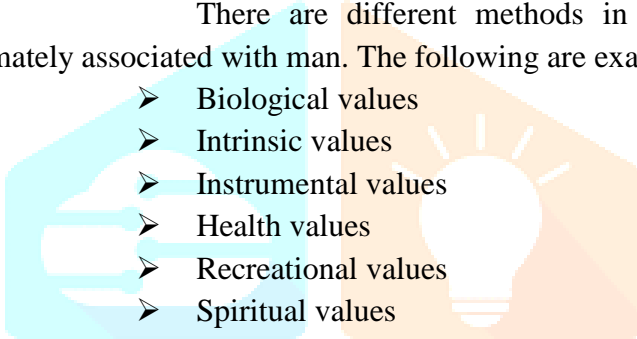
- to seek honour and act with truth
- for independent thought and action
- towards a strong sense of responsibility
- towards friendship and cooperation
- towards willingness to assume responsibility (Joshi Kireet, 2000).

## RELATIONSHIP BETWEEN EDUCATION AND VALUES

Education and values are the two sides of the same coin. They are interrelated. Education is the key that opens the doors of life. Education is widely accepted as the essential tool for the attainment of desired goal. It is the principal instrument in awakening the child to cultural heritage. The National Policy on Education (NPE-1986) rightly state that, “Education is a unique investment in the present and for the future”. Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, scientific temper and independence of individual spirit – thus furthering the goals of Socialism, Secularism and Democracy enshrined in our Constitution.

## CLASSIFICATION OF VALUES IN EDUCATION

There are different methods in classification of values in education which are intimately associated with man. The following are examples of such classifications.

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- Biological values
  - Intrinsic values
  - Instrumental values
  - Health values
  - Recreational values
  - Spiritual values

Another system of classification:

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- Spiritual values
  - Material values
  - Intellectual values
  - Social values
  - Moral values
  - Political values
  - Economic values
  - Cultural values

Whatever the system of classification all the values have inter-relationship with the different scientific systems and the educational implications of these values are best understood in the context of each branch of science which the science educator endeavours to teach.

## IMPORTANCE OF VALUE EDUCATION:

The present educational system, with all its complexities has proved to be deficient in so far as it neglects or does not give the deserving importance to values in human life. Thus, human sufferings and sorrows are for ever on the increase in spite of the phenomenal explosion of knowledge. Values have become neglected a lot in the current educational system and consequently the maxim **“Education changeth man”** ceases to be meaningful or has almost lost its ‘value’. “Education without vision is waste; education without value is crime; education without mission is life burden”. Education enables us to become comfortable and to look after our family well in our life. But so far as the social progress is concerned, value-based education is an unavoidable necessity. If a Nation is to be strong, then the character of the people of that Nation needs to be elevated.

## VALUES IN ANCIENT INDIA

In ancient India, the Vedas, the Upanishads, the Epics manifested and upheld the values of Indian society. More importance was given to morality, honesty, duty, truth, friendship, brotherhood (Vasudhaiva Kutumbam). There were the themes of Indian culture, literacy and Indian society. The pupil could learn the first lessons of duty, devotion, dedication and discipline. The life of Guru used to be the role model for his disciples. Education was closely allied to practical life. Imparting value education and reformation of the society were the solemn aims and objectives for the teachers of the ancient age. Respecting womanhood is the most important cherished value. Value based education was emphasized to promote eternal values among students. This was the type of education we had, till few decades back.

The population in India has been constantly increasing, and it has crossed one billion by 2011 and stands at about 130 crores as on date. Due to the explosion of population, advancement in science and technology, knowledge expansion, medical knowledge in curing diseases, industrialization, urbanization, mobilization, IT revolution, globalization, and flow of western culture – the present society is rapidly changing and the life is centred round the wonders of science. Society is shaped by technical change that in turn, is shaped by society. It is going through modernization process thereby human life is full of problems, anxiety and struggle and became helpless victim and so he is at the cross roads of modernization living in the midst of social, economic, political environmental and value crisis – which are all threatening the humanity in the society.

Modernization has led to the change of life styles, thinking processes, traditions and cultural norms. Inequalities persist between rich and poor, men and women, urban and rural. Over consumerism, selfishness, materialistic complex detaching man from real values of life. In a world based on science and technology, it is education that determines the levels of property, welfare and security of the people.

Growing global poverty, pollution, hunger, diseases, unemployment, untouchability, caste system, child labour, gender inequality, ill-treatment of womanhood, violence, disability, exploitation of natural resources are causing crisis on the globe – all these are making man to lose honesty, sincerity, morality, and humanity and as such there is a great transition in human society. To remove the problems of the present era, inculcation of values among individuals and promotion of values in education are essential. For real development we need integrated human personalities. The present educational system must be reviewed in view of all the above and to meet the challenges in future.

## RECOMMENDATIONS OF VARIOUS COMMISSIONS ON VALUE-ORIENTED EDUCATION

It is gratifying to note that all the Committees and Commissions on education appointed by the Union Government made a categorical recommendation in favour of value-oriented education. Eminent educationists gave their unstinted support to this worthy cause. A few were referred here for better understanding of importance of values in education.

Central Advisory Board of Education (1943-46) recommended that spiritual and moral education should be provided to children. The University Education Commission otherwise known as Radhakrishnan Commission (1948-49) also emphasized the need for moral and spiritual instruction at university stage. Sri Prakasa Committee (1959) categorically mentioned that there should be allocation of some periods in the school timetable for conscious and intentional teaching of moral education. The Committee on Emotional Integration (1961) insisted on studying the Indian cultural values on compulsory basis. Kothari Commission (1964-66) stressed the instruction in moral, social and spiritual values at all levels of study.

UNESCO (1972) suggested that educational system should encourage the promotion of values of world peace, international understanding and unity of mankind. The National Moral Education Conference (1981) in its first session resolved to inculcate moral and human values among students as a core subject and the content should include the common ethical teachings to highest the unity. National Policy on Education (1986) also stated that the value education should be content based on heritage, national goals and cultivation of social and moral values.

Union Ministry of Human Resource Development urged the educational institutions in 1988-89 to strengthen culture and values. The ministry also decided to review this in 1990 to strengthen the cultural and value education inputs in school education system. Acharya Ramamurthy Committee (1990) set up by Ministry of Human Resource Development to review the New Education Policy 1986 also stressed that review the child needs to be initiated not only with the world of knowledge and skills but also with values.

The Parliamentary Standing Committee on Human Resource Development (1999) observed that it was quite disappointing in the last few decades failed to achieve the results for making education as value-oriented one. But the reports of the above committees and commissions are obvious that there had been consensus of opinion regarding the inclusion of values in education system as a whole. Despite these, values could not be introduced directly in our educational institutions. Thus, it is high time to safeguard the present setup of values from further deterioration and degradation of the society.

## **ROLE OF TEACHERS IN STRENGTHENING VALUE EDUCATION**

The role of teachers is quite significant in the development of social values. Teachers are the real Nation builders. It is the teaching community which moulds the future society. Teachers are the section of society who can influence the future generation towards a positive attitude with a healthy value base. The extent of the influence, which a teacher casts upon the students, is well known and understood. The teacher is the role model for the student and what they imbibe gets multiplied subsequently in the society.

A conference was held in Shimla in May 1981 recommended, that value orientation should be the central focus of education and that the teacher should be given the necessary training in the effective methods of development of values among students.

The National Policy on Education (1986) stated that “The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of their teachers”.

A teacher, once he accepts teaching as profession cannot make compromises with life because he has to realize that he is playing with the future of the nation. Through the mastery of his subjects and primary role is to build character. The products of the institutions will be future decision-makers and they can hardly forget the source, which has made them what they are.

Teachers themselves should not be ignorant of basic human values. In fact, they should be the living embodiment of all the human values, both preaching and practicing. It is the teacher who can lead us from darkness to light, thereby, from untruth to truth and finally take us from the stages of death to immortality. Guru is an incarnation of God in human form for students. While God is universal, the guru is said personal in relationship. Kalidas, the ancient poet, speaks of the guru as, “He converts darkness into light and makes the invisible God visible”.

Gandhiji also highlighted the pivotal role of teachers stating that he always felt that the true textbooks for the pupils were his teacher. Teachers in colleges have themselves to be examples of what they require the students to be. Men in authority who exhort others to follow the path of love and cooperation have themselves to practice those virtues. Teachers should put into practice what they preach



to the students. They should guide the students properly, as they are the most important assets of an educational institution. The ultimate factor in education for all times and in all places is the teacher.

The teacher is trusted by the students, parents and the society as a guru with all the hallowed association of that word and this trust must be repaid by honest service. He should discharge his duty of instructing and inspiring the students so that they develop their talents and advance in the perfection of their skills.

Teachers have to be ever inspiring models. In fact, they are lifelong students engaged not in mere study but immersed in practice too. Only a lamp that burns can light another lamp. It may be worth-while here the views of some educationists who have spoken on similar line. The report of the working group for preparing a scheme for Revitalization of Teacher Education (1986) also says that the teacher should practice values in his own conduct and behaviour. The practice of values by the teacher is more important than their mere inclusion in the syllabus. Likewise, Ramji (1973) writes that above all, personal examples of the teacher who endeavours to practice fundamental values such as truth, universal love and service to humanity and who creates loving and healthy atmosphere in the classroom by his gentle and kind behaviour is perhaps the most important factor in any value-oriented education in the education institutions.

There are a large number of studies, which highlight the role of the teacher's expectations in the development of the students. Students achieve what the teacher expects them to achieve, for example Rosenthal and Jacobson (1966) found that teachers' expectations determined pupils I.Q. gain. This phenomenon was termed by them as a 'self-fulfilling prophecy'. Likewise, Naga Lakshmi (1987) found that students 'academic achievement' corresponds to their teachers' expectations. The teachers' place in a society is that of a visionary architect whose mission evokes universal respect.

We want our teachers value-oriented because we want them to be rightly equipped as vehicles of values for the benefit of our children and youth. By this very nature, the teacher is a transmitter, a messenger, a carrier. Our determination of what he has to transmit will depend upon what we determine to be valuable for our children and youth.

In our country and culture, a teacher is still held in great honour and respect. He is considered as a fountain of all knowledge and a source of great ideals. He is the torchbearer to society. Students look up to him with faith and hope and they seek his counsel in matters temporal or transcendental. Hence if the teacher has a keen sense of values and has faith in the higher purpose of life, he can guide the whole generation through his versatile personality.

Dr. Radhakrishnan and Rabindranath Tagore are examples of great teachers who influenced this country with their philosophy of value-oriented education. Radhakrishnan (1965) states "What the teachers do, the students follow, so they set the example. Teachers by their conduct should be an example to the student".

All knowledge comes from the teacher is the belief of students in the class. Since our children are not turned to independent study from childhood, they believe whatever the teacher says as absolute truth and nothing less than truth. They do not question the authority of the teacher. Hence, if good ideas and values are to be perpetuated and inculcated in the younger generation, they must come from the mouth of teachers in their classes at all the levels of education. Whenever the teacher finds that these values are violated, he should point out the same to the pupils and guide them in changing their behaviour. He should also evaluate the behaviour of the students in relation to the values from time to time, but he should use this evaluation not for grading the pupil but for guiding them for better development of values. The practice of the values by the teacher is more important than mere inclusion in the syllabus.

In the works of Gokak (1985) “Teacher’s life-style, manner and substances of his teaching should coincide. The student has a right to expect his teachers, to lead a good life. A teacher-educator may be specialist or a scholar, but these are not central to his personality. The centrality lies in the fact of his being primarily a seeker of truth who is eager to share his passion for truth with the young, and to make them familiar with the mode of living which helps to be in tune with such a pursuit.”.

## CONCLUSION AND SUGGESTIONS:

Education is becoming more or less materialistic day-by-day and the value traditions are being slowly given up. The modern India is being educated mainly with the aim of bread-and-butter education and as a result most of our graduates run after money, power, and comforts without caring for any values. Moral, religious and spiritual. Education is being deliberately neglected in our educational system. The teacher is the principal agency for implementing educational programmes at various levels. The role of the teacher in this context is not going to be easy and smooth. The teacher has to perform two functions. First, has to play an important role in the transformation of knowledge based on the syllabus and secondly, he should be a key factor in the transformation of our value system.

Teachers may motivate, communicate, illustrate, activate and inculcate the values among the students either by curricular or co-curricular activities.

1. Today’s youth are worried and depressed about their unemployment. The teacher may guide them to select a right vocation for their future development.
2. Good manners verily or likely the oil that helps to keep the machine of the human society running smoothly.
3. Cleanliness is next to Godliness. So, teachers may stress this concept through proper examples.
4. The teachers may advise the students to eradicate the social evils like purdah, dowry, child marriage, untouchability, begging etc.
5. The teacher may give greater emphasis on peace, love, secularism, unity, cooperation, cultural enrichment, national unity and creativity.
6. The teacher may allot more time for work experience, music and art and socially useful productive work.
7. The teacher may develop leadership skills and responsibilities and promote positive leisure activities.
8. Worship and prayer important activities of the daily work of the school. Teaching of moral instruction may be made so interesting and effective that students would be able to accept the subject voluntarily.
9. Yoga and meditation programmes may be encouraged by teachers.
10. Teachers may develop a sense of self-respect and esteem their pupils by respecting them as individuals of unique abilities.
11. Teachers may give opportunities and scope to implement innovations and new ideas.
12. Today most of the students follow the hedonistic principle of obtaining maximize pleasure with minimize work. Teachers should create positive work ethics among the students.
13. The teachers should emphasize on “man-making” and not “money-making” education.

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