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VALUES INCULCATION – ROLE OF THE TEACHERS AND PARENTS

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ABSTRACT

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. They are the prime agents of change. The significance of the emerging role of teachers has never been so critical as at this juncture. Professionalism in teacher education has been a matter of concern and attention in India.

Ancient teacher had heightened emotional concern towards their pupils in order to inculcate desired virtues. In contract, the behavior of modern teacher, in general, is not exemplary in facilitating pupil to imbibe any quality that is virtually virtuous. Further, modern teacher in general had little emotional concern towards the pupils. The present day teacher is mostly concerned to transact the content and neglecting entirely the affective aspect of inculcating right attitudes and virtuous behavior.

This theoretical paper discusses how values inculcation among students and role of the parents and teachers

Key words: Values inculcation, Teachers, Parents

INTRODUCTION;

The ultimate aim of education is the total development of personality of the individual. Balanced development of cognitive, affective and psychomotor domains is of utmost importance for fruitful life. In the present day educational system, one can witness a biased emphasis on the cognitive aspect of the personality. Knowledge and technology are developing at a much more rapid pace now than before. To have a happy and successful life, the educational system should give top priority to the inculcators of values. It is high time to evaluate the present value system prevailing among students and explore the ways and means to internalize the most important values in students.

Even though, many factors such as family, friends, mass media socio – economic factors, curricular, co –curricular activities are helping to form certain values in students yet the influence of family and teachers on students is the highest. This is clearly brought out by the Education Commission (1964-66) in

its report. It observed, "The school atmosphere, the facilities provided in the school, have a major role in developing a sense of values. It is not only the teachers in charge of moral instruction who are responsible for building character. Every teacher, whatever be the subjects must necessarily accept his responsibility.

The teacher at any stage is expected to bring out the best in the child and youth and help them to realize their maximum potential, physical, intellectual and spiritual. The teacher education system should ensure adequate supply of such profession trained teachers to teach and guide those who study, in schools and institutions of higher learning. The main concern is, therefore, to build teachers capability to translate curricular intends into appropriate learning experiences for children to enable them to acquire the desired knowledge, skills, attitudes and aptitudes.

MEANING AND CONCEPT OF VALUE

India's political and social life is passing through a phase which poses the danger of erosion of long-accepted Values. We are able to see this even as we watch it and this is going on even as we regret it. Secularism, democracy, national unity, professional ethos and other cherished values are coming under increasing strain. A vigorous and pace-setting programme calls for implementation in all our Universities/Colleges.

The word "value" is derived from the Latin word 'Valerie' meaning to be strong aid vigorous. To be of value is to have a certain virtue.

The sense of value is an essential attribute of the human consciousness. It is this sense that prompts and guides the unceasing quest of the common thread of goodness in the good human being, the good society and the good life. In a general way the word 'values' expresses the qualitative significance or importance we assign to ideas, feelings activities and experiences. We experience life in innumerable ways. Our inner self sifts and analyses these experiences sometimes consciously but more often unconsciously and attaches different degrees of significance to them. The basis of the evaluation process is our system of values. Our value judgments are expressed through statements like, 'she is a good person', and 'he is an honest man'. 'It is a beautiful sunset'; 'we should respect elders', 'business dealings should be fair', etc.

- Socially approved desire and goal which become subjective preference, standard and aspiration (Mukherjee, 1956).
- Social characteristic (First, 1959).
- Satisfaction of human wants (Margenta, 1959).
- Social belief, ideal or norm (Kana, 1962).
- Values are something that we consider good such as Love, kindness, quietness, contentment, fun, honesty, decency, relation and simplicity. (July henry "culture again man", 1963).

Characteristics of values

Any conception of the nature of human values should be intuitively appealing and capable of operational definition. It should certainly distinguish the value criterion with other concepts. In formulating a conception of values Rokeach (1973) makes five assumptions about the nature of human values:

- Values are organized into value systems;
- The total number of values that a person possesses are relatively small;
- All men everywhere possess the same values in different digress;
- The antecedents of human values can be traced to human culture, society and its institutions and personality;
- The consequences of human values will be manifested in virtually all phenomena that social scientists may consider worth investigating.

A value is relatively enduring. If values were completely stable, individual and social change would be impossible. If values were completely unstable, continuity of human personality and society would be impossible. Any conception of human values must be able to account for the enduring character of values as well as their changing character.

Need of values

To guide the human beings in the right path and to inculcate the concept of 'universal brotherhood' and to achieve the absolute values of Truth, Goodness and Beauty;

- To guide or 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 develop the peace and harmony in the individuals and in the society;
- To bring quality of life and sustainable development in the society;

Education and Values

The aim of education is growth or development, intellectual and moral, ethical and psychological principles can aid the school in the greatest of all constructions the building of a free and powerful character. Only knowledge of the order and connection of the stages in psychological development can ensure this. Education is the work of supplying the conditions which will ensure the psychological functions to mature in the freest and fullest manner.

According to Huxley Jullian (1964) education should be humanized to redeem our society from the evil effects of widespread corruption, selfishness, exploitation, authoritarianism and nepotism, this call for the infusion of human values in their operations.

For Dewey John (1966) the central purpose of education is to enable human beings to make the necessary adjustments to meet the constantly changing environment and the most important adjustments to be made in the ever-changing circumstance of society.

Krishna Murthy Jiddu (1981) defines the aims of education as "To make a true and happy contended individual capable of facing the problems of life; to develop the power of critical thinking and analysis; to develop alertness by a keen sense of observation and attention; to help discover the reality i.e. "What is, and to help the child not to imitate or be guided by norms but to learn to be himself, and realize truth and reality."

Value Education - Teacher's Role

The teachers must be accorded an honored place in the society. This is quite consistent with the Upanishad Dicture: Acharya Devo Bhava. Today a teacher will not be venerated simply because of his noble profession. It is the traits of a teacher that count. Who will have regard for a teacher or lectures who demands higher fee for private tuitions during the months of February and March? Who will adore the principals who indulge in frauds and issue false certificates to youngsters? Scams in academic institutions are serious challenge to the credibility and responsibility of educational institutions. Heads of such institutions, the leaders of teachers' unions even teachers and professors and concerned members must do something to stop this riot.

The role of the teacher in cultivating basic human values in the students is indispensable. He should necessarily be not only a good educator but a good person possessing basic moral and aesthetic values. He provides models-good or bad – of behaviour for his students. As an educator he should possess professional competence, reading habit, should be a constant learner and innovative. As a human being he should be a man of simple habits, regular and punctual in his duty, truthful, honest, kind and self-confident. He should be commanding respect for himself and respecting others. He should be able to develop concern for nationalism, environment and integration in the students and should foster basic values of democracy, rule of law, social justice and humanity enshrined in the Constitution of India.

The teacher has the most pivotal role to play in the pursuit and promotion of human values. According to an estimate in India, in the year 2001, the number of teachers will be around 63 lakhs. Through dynamic interaction with nearly 20 crores of students, population of 100 crores, teachers will play a dynamic role in giving shape to a vibrant India. All over the world, it is accepted that the future will be the product of what is being done in the present-day schools. This depends largely on the competence as well as dedication of teachers.

Value education starts not with the student but with the teacher. If the student has to be taught values, first the teacher has to be taught values. If the teacher is not sound in himself, how can he teach others? He would be like a blind man leading other blind man. Even academically he should have sound and correct knowledge. If a teacher, who is otherwise, gives wrong information to his students, he is spoiling the students, and these students, when they themselves become teachers, in their own turn further spoil the

students. Thus, a chain reaction of wrong knowledge is established and we can see that a wrong teacher can harm not only his immediate students but he can harm generation. So, top priority should be given to the appointment of right teachers.

Real, good and dedicated teachers, who are able to provide proper and overall guidance to the students, have to be identified, professionally trained, promoted and provided appropriate economic status, which will attract the best and most talented persons to the teaching profession. It is also very important that during the teacher education programme, the teachers are introduced to the concept of value development and also made aware of the methods and techniques keeping in view the physical and psychological development of the students to promote human values. It is important to develop the vision of the teachers and in such a way that they can incorporate suitable strategies and methods while teaching any subject are it is science or humanities.

Thus, we see that it is the true teacher who can change the students and produce right citizens. If the teacher himself is morally unsound, he cannot induct morality in his students, if the teacher does not change himself, he cannot change the students. If at present the teachers are not able to control the students, this is because of the moral and spiritual bankruptcy of the teachers.

So, the real problem is not of correcting the students but of correcting the teachers. This is an open secret of education. But how can the teacher be corrected? The teacher changes the students, but who can change the teacher himself? Nobody else can change the teacher. The teacher can change as and when he himself chooses to change himself. So, it is requirement of the teacher that he should become ideal teacher.

The following steps ought to be taken to inculcate and strengthen values among students:

- Frequent workshops under the teachers training programme should be held and it should be impressed upon the teacher trainees that it is their duty to import values to the students, and that it is obligatory for them to become value conscious and practice values themselves.
- Theoretical and practical courses of value education should be given to the students in creating value consciousness.
- Providing interaction opportunities with persons of unimpeachable character, sacrifice, creative abilities, literacy tastes or scholarly attitudes whose mere presence motivate others.
- Making the institutions responsive to emergencies like fire, floods, drought, etc. this would strengthen mutual relationship with the society.
- Visits to institutions, establishments, centers of creative arts, zoos, museums and homes for the aged and handicapped not only to enhance knowledge and understanding but also to generate appreciation and empathy.
- Cleanliness within the institution helps in a big way. Development of aesthetic sensibilities in a basic imperative of individual preparation.

- Asking the pupils to read good literature. Reading of auto-biographies, biographies which are known as 'success literature' could pave way for the young minds to plan for their life in the right path with positive attitude.
- Teach students the importance of unity among people.
- Deliver a talk during the assembly on common fundamentals of all religions.
- Deliver a talk on a selected value during the assembly.
- Deliver a talk during the assembly on exemplary personalities, such as Mahatma Gandhi, Bhagat Singh, Subhash Chandra Bose, etc.
- Each student may be encouraged to speak on selected values.

Without any doubt, it is believed that teachers play pivotal role in the system of education and they are the pillars of any educational institution. Teachers should keep in mind some suggestive views, while teaching to the earners. Nothing can be taught to the mind which is not concealed as potential knowledge in the utmost being of the learner until the teacher becomes a helper and guide to the learner rather than that of an instructor. The teacher should not impose his views on the learner, but should evoke with in the learners the aspiration to learn. Teaching should be limited and modest way so that leaner should not feel overburdened and get irritated. Teaching should be to teach the procedures and not solutions. Methodologies should be employed in such a way that learners' mental/innate perceptions could be inspired. As Gestalt psychology stresses on the audio-visual pedagogy based on the intuitive methods of perception. Teaching should not be rigidly punctuated to continuous series of instruction like home work and tests; and should follow the mechanical adherence to schedule of time-table, syllabi and examinations. Teaching should not be book, teacher and syllabus centered rather it should be child centered. So that self-learning, exercise of free will, individualized pace of progress and growth (physical & mental) could be encouraged.

Value Education parent's role

Family is the first school where good habits and values are nurtured in a child. The foundation laid in the formative years of a child play a significant role in determining the personality of a child and making him a good citizen. It is in the family where a child learns different values, such as love sharing, living together, tolerance, respecting elders, obedience, discipline, sincerity, kindness etc. Therefore, parents must ensure that right values are developed in children. Parents must also volunteer themselves to initiate such efforts that could contribute to the process of inculcating values in society. The parents may do the following inculcate values among children.

- Love the child to inculcate the feeling of love.
- Ask the child to share things with others.
- Promote the value of living together through plays. Teach the value of respecting elders.

- Develop the feeling of kindness in a child through your actions. Tell stories that promote different values in children.
- Develop the habits of discipline and obedience.
- Promote honesty, sincerity and faithfulness through your actions.

CONCLUSION

If we study today's Indian Social position, it is seen that high ideals and traditions of Indian culture are deteriorating day by day. The reasons for this can obviously be sought in increasing indiscipline among students, their destructive mentality among them. Therefore, some learned and export persons had serious anxiety about it. For that various problems were studied, investigated and their solutions were given and still the practice is going on. Mahatma Gandhi attached importance to independence but still more he tried to advance more suitable education system to India. Basic education thus comes into existence. Among the special features of Basic education, Moral education occupied important place in it. Basic education was framed to provide self-sufficient citizens with character.

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