

## VALUE EDUCATION: ROLE OF COMMUNITY AND TEACHER

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### **ABSTRACT:**

*In the context of social changes education is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. This is necessary for the realisation of our national objectives of building a democratic and just social order based on equality, social justice, fraternity and freedom. We know that India was a very rich country in cultural heritage and spiritual aspects. But now it has become a nation of violence, terrorism, extremism, corruption etc. To remove all these from our society value oriented education is highly needed. In the current times, Teachers concentrate on imparting technical education to their students so that the increasing needs of the information technology (IT) industry are met with the students. Success is perceived in terms of equipping students with scientific and technical knowledge rather than in developing human beings who possess a sound understanding of good human values. Education is not just about learning skills (how to) but also about the ability to decide on what (what to do?) and why (why to do?). It should lead to the development of critical ability in students towards distinguishing between essence and form, or between what is of value and what is superficial in life. It should develop their understanding which is a pre-requisite for a movement from a rule based society to a relationship based society. Developing the right understanding about oneself and the rest of reality through self exploration and realization of the inherent co- existence, harmony and self-regulation at various levels of existence is seen to be the real basis of imbibing universal human values and ethical human conduct. This is what will affect transformation towards a holistic worldview (human consciousness) which happens to be the prime purpose of value education. The tremendous emphasis on the scientific and mechanical ways of life is fast reducing man to the status of a machine. Moral and religious values are being undermined. The fundamental principles of civilization are being ignored. Conflicts of ideas, manners and habits are pervading the atmosphere. Disregard for everything old is the fashion of the day. At this situation, the solutions of all these social and global evils is through value education.*

**Key words:** National Integration, Worldview, Consciousness, Civilizations.

## INTRODUCTION:

Value are centralized systems of psychophysical dispositions capable of making a larger portion of the environment functionally equivalent to the individual and generating in him appropriate type of adaptive and impressive behavior. A value is what is desired or what is sought. Values may be operationally conceived as those guiding principles of life which are conducive to ones physical and mental health as well as to social welfare and adjustment and which are in tune with ones' culture. Mankind is passing through a crisis. The tremendous emphasis on the scientific and mechanical ways of life is fast reducing man to the status of a machine. Moral and religious values are being undermined. The fundamental principles of civilization are being ignored. Conflicts of ideas, manners and habits are pervading the atmosphere. Disregard for everything old is the fashion of the day. At this situation, the Solutions of all these social and global evils are through value education. Emphasis should be laid on such education through which moral values can be developed among the students so that they can conduct their life morally. They can decide what is right or wrong; what is good or evil; what is justice or injustice. If we can make a student as a good human being, the development of moral values within him is the prior task of education. They are the foundation of human existence. They make our life meaningful. Due to dearth of values in the present generation the curriculum must give prominence to value education. Value education has never been out of style. It is very relevant in almost all the fields concerning human activity. We have outstanding doctors who are in to organ robbery, brilliant engineers whose bridges collapses soon after their bills are passed, accountants who rob government treasury by manipulation, civil servants who rule as emperors, politicians with fake promises. All of them are the best educated and trained but their intellectual dishonesty is horrifying. Hence, the need of development of moral values is very significant. Some important needs have been mentioned below: Value education is an activity: it is not some abstract process or a subject of study. All people can be involved in values education - not only young people, and it is not restricted to formal educational establishments: it can take place in any organisation or institution. The activity is facilitated by someone who is skilled at assisting others in making values explicit and assessing values for long term well-being of self and others. The facilitator may be a school teacher, a manager, a probation officer, a youth leader, or a senior school pupil.

## STATEMENT OF THE PROBLEM:

Value education a straight forward and radical way to increase responsible behaviour without indoctrination. Value education is ultimately about changing behaviour for the better. It is surprising how many educationists and educators refuse to accept this. It is surprising because almost every text on the philosophy of

education we are read, stresses that education itself is about enhancement, ennobling, and worth wholeness. Indeed, many educationists find education to be principally an ethical enterprise. Perhaps some educators are afraid to be thought of as indoctrinating. However, the description already given should have explained that values Education is a way of changing behaviour, not by telling, manipulating or indoctrinating, but by revealing through rational discussion, what is right action. So the research chose this topic Value Education: Role of a Teacher.

### **REVIEW OF THE RELATED LITERATURE:**

Mankind is passing through a crisis. The tremendous emphasis on the scientific and mechanical ways of life is fast reducing man to the status of a machine. Moral and religious values are being undermined. The fundamental principles of civilization are being ignored. Conflicts of ideas, manners and habits are pervading the atmosphere. Disregard for everything old is the fashion of the day. At this situation, the solutions of all these social and global evils are through value education. Emphasis should be laid on such education through which moral values can be developed among the students so that they can conduct their life morally. They can decide what is right or wrong; what is good or evil; what is justice or injustice. If we can make a student as a good human being, the development of moral values within him is the prior task of education. They are the foundation of human existence. They make our life meaningful. Due to dearth of values in the present generation the curriculum must give prominence to value education.

### **OBJECTIVE OF THE STUDY:**

- To preparing our children for future roles in the society.
- To counter bad influences in the society.
- To identify the role of teachers in imparting value education.

### **METHODOLOGY OF THE RESEARCH:**

The present research work is a historical research. This study will follow historical method of research. In this method, the researcher discovers, describes and interprets what existed in the past. Here, researcher may formulate questions that are most appropriate for the past events which is investigation and then directs his research towards seeking answer to these questions with help of evidence. Historical criticism like external and internal criticism is essential for such study. Conventionally historical information sources are categorized as primary sources and secondary sources. Historical deeds of value education, books written by great persons etc.

Different articles, research reports and published books regarding the study. The used sources will be included in the list of Bibliography.

### **DISCUSSION OF THE OBJECTIVES:**

Respecting others, others feelings, peoples differences, taking care of others, valuing friends family, community and others--these are the goal of value education. The primary goals of education should be enabling students to gain knowledge and moral values. Our kids will need both in preparing themselves to be good parents and citizens in society. If all parents were teaching their children moral values in the home, it would not be necessary for the schools to do this work. The sad fact is that a lot of kids are not learning from their parents the difference between right and wrong. This is because most mothers and fathers in their busy work days spend only a few hours with their children. In many families there is only one parent and no other role models for kids to follow.

#### **Nature of Values:**

- ❖ Objective & Conceptual.
- ❖ Correlate to each other.
- ❖ To regulate the attitude.
- ❖ To expose.
- ❖ To enriched.
- ❖ Changeable.
- ❖ To regulate the emotion.
- ❖ Route of society.

Fair in delling ,obey rules ,treat all equals respect the disadvantages ,care the environments, spent the money carefully, good conversation, rewarding, telling truth ,find out reality ,logically thinking on complexity ,telling doing best ,proper planning before act, learning how to learn. Unfortunately, many of the role models of young people are setting bad examples. These bad examples range from sexual promiscuity, degrading of women, advocacy of violence, and the condoning of dishonesty in order to succeed. According to Swami Vivekananda, if we want to make our students as a moral human being, school curriculum is one of the best ways to serve this purpose. Because he think that moral values can be inculcated among our students through a value based school curriculum. Therefore, Vivekananda suggested some important moral values which should be included in our school curriculum. If you love someone, he or she will love you back in return. This, however, is not the real

meaning of love. Love should be unconditional. With more love in the world, kindness will follow and replace cruelty. Dishonesty and cheating is wrong, and will get you nowhere in the future. As a student, one is only hurting himself or herself by cheating, because this action will eventually catch up to you in the end with bad consequences. Many students want to cheat and cut corners in their studies, because they are lazy and don't place any value on hard work. This thinking must change. Unfortunately, in our highly competitive society; many people will tread on others to get ahead in life. Respect for others should include respecting different religions, races, sexes, ideas, and life styles. To achieve a common goal, it is necessary for all people to work together.

### Scope of Values:

- ❖ Self determination.
- ❖ Self realization.
- ❖ Self consciousness.

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: Teachers' role is very vital in moulding the future of a country and, as such, it is considered the noblest profession. Teachers are the ideals to their pupils. An educational institute should not be just confined to teaching and learning but it should be considered as a place where consciousness is aroused and illumined; soul is purified and strengthened. It is the place where the seeds of discipline, devotion and commitment are planted and fostered with deliberate efforts. A constructive companionship between teachers and students has to be developed. In a nutshell, a teacher

in real sense is one who himself practices the human values. He should walk his talk to leave an ever lasting impression in the minds of students. Teaching is not a job; it is an attitude. 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. Teacher is a source of information, a guide, a mentor, a surrogate parent, a motivator, all at the same time. Teaching is the only profession which always deals with the future. To be an ideal teacher, who can be a role model, one should ask himself three questions before taking up this noble profession. Teachers can maintain a case-study register to closely observe the students and note down the positive and negative traits of their personality.

Teacher must explain the students the importance of meditation & yoga practices for realization or the attainment of oneness with God. Every day a Teacher must spent at least 5 minutes on moral lecturing.

#### **Programmes of values development in school:**

- ❖ Community prayer or parthana sava.
- ❖ Health and cleanliness programme.
- ❖ Teaching learning situation.
- ❖ Production and creative works.
- ❖ Training in citizenship.
- ❖ Cultural activities.
- ❖ Social activities.

#### **General concept of teacher ship:**

- ❖ One who teaches the subject?
- ❖ One who has accepted the profession of teacher?

Now the question arises,

Should these only be the definition or identification mark of a teacher?

Every will say –NO.

Then, let us enquire of the characteristics of a quality an ideal teacher?

The sole responsibility of a teacher is to educate a learner.

**There are two types of education which we impart:**

Objective / objective oriented education--- This education is related to the courses which are offered from KG to PG everywhere in the world.

This teaches us, how to make a living?

Subjective education—this is related to the development of human personality.

This teaches us, how to live?

The principal role of a teacher is to harmonise these two types education in his teaching.

**Thus three types of teachers can be categorised:**

- One who just teaches – He comes with all preparations, Notes, slides etc and lectures fluently and once the bell rings, he leaves the room punctually. No doubt he is a good teacher.
- There is a second category –The teacher who imparts the knowledge. He can arouse the thirst of the students .To know the things more ,To gather more information , to enrich oneself always better than ever no doubt he is a best teacher.
- But still there is third kind of teacher ship – the teacher who does everything for his best teaching, for creating the thirst for knowledge, but above all- he inspires his all learners to accrue the higher values of life, so that one can transform his surroundings into an ever best habitat and the people coming in touch with him also learns to do the same.

Beyond any debate he is an ideal teacher, teacher for whom society waits, to whom learners of generations after generations bow down in admiration.

**Jacques Delores** 'international commission's report to unesco on the education for the twenty first century was published in 1996. The report categorically points out to the four aims of education as the four pillars.

**Learning to know: It indicates acquiring the instruments of understanding.  
The instruments are three types.**

**Concentration:** The process of discovery involves longer time , Heavier toil, and deep absorption on the subject concerned , but the rapid succession of items of information broadcast and telecast through the easily available media and gradually increasing habit of channel surfing are getting into the way of deep concentration .

**Memory:** In our traditional scriptures ‘Media’ was highly appreciated .But along with media the faculty was constantly cultivated by the ancient sages and that is ‘Thirty’... Memory can be to some extent; compared with this thirty .Although thirty has broader.

Delors’ commission puts the importance of cultivating this faculty of mind very emphatically , all specialists agree that the memory must be trained from childhood and that it is inappropriate to eliminate from schools certain traditional , supposedly boring ,exercises.

**Thought:** This is the third but very much significant instrument in the process of any type of learning. It connects the abstracts and concrete. The concept and the actual, the ideal and the real.

Therefore, a teachers’ task is to train the mind of his learner to improve and sharpen these three instruments in acquiring knowledge.

**Learning to do: To be able to act creatively on ones environment.**

This ability generally indicates to the following two points,

- To put into the practice of knowledge which one has acquired.
- To gain skill in performance.

But these two only aim at developing a wage earning carrier which in many cases is the obstacle to an ideal character.

Therefore learning to do refers to,

- A. Learn to hear.
- B. Learn to care.
- C. Learn to share.
- D. Learn to be fair.

These will translate the skill of competence.



Therefore a teachers' task is to train not only the skill but also to teach how the skill can become competence using the above mentioned fourfold scheme of learning to do.

### **Learning to live together,**

To participate and co operate with other people in all human activities.

These participation and co operation imply following points,

- (A).Developing an understanding of other people.
- (b).An application of inter dependence.
- (c).Eagerness and honesty to resolve the conflicts between persons.

Thus a teachers' tusk is to impress upon the learners 'mind these values once and again by citing practical incidents.

### **Learning to be,**

An essential progression which proceeds from the previous three. This implies-

- Development of once personality.
- To be able to act with greater autonomy.
- To rightly implement the faculty of judgement .
- To establish the sincerity, honesty, responsibility and integrity.

This being ultimately points to the making of a character.

The character which cultivates,

- Self confidence.
- Positive outlook.
- Complete absence of jealousy and suspicion.
- Practice of Sava.
- Manifestation of the inner potential divinity.

Hence we have to strengthen these four pillars of education,

- ❖ **HOW TO DO?**
- ❖ **THINK OF IT.**
- ❖ **FEEL FOR IT.**

**Implement it:**

Development of three questions are necessarily involved .This is called developing process.

Intelligent quotient –IQ

Emotional quotient-EQ

Spiritual quotient-SQ

***IQ***

- Collection and systematically analyze the information.
- .Employing the knowledge as solution when problems occur.
- To face and cut through rightly in an unknown situation.

***EQ***

- Ability of self control.
- Capacity of focusing (concentration).

***SQ***

- Feel for others.
- Sacrifice for others' sake.
- Make everyone one's own.

**CONCLUSION:**

When a problem arises, it needs to be recognized, addressed and resolved. Instead of blaming people or institutions for the results of a lack of morality in schools, we should focus our efforts on finding ways of successfully implementing character education into schools. Changes have to occur in parents, legislators,

communities, and the media and educational system so that children are taught how to behave. Actualizing character education programs into schools is necessary in order to overcome this nation's crisis of character. 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 words should not be forgotten by the teachers- "Arise, Awake and Stop not till the goal are achieved.

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 to mould him 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.

### **FIAT ACTION POINTS;**

- Be yourself the first example of what you advise others to be.
- Inspire others to be the examples of what they advice others to be.
- .Pass on the cup of inspiration -as Swami Vivekananda says

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