

VALUE EDUCATION: DUTIES AND RESPONSIBILITIES OF TEACHERS

Dr. Manju Sharma
Sunrise college of educations, Sonapat, Haryana
Email. Id :- drmanjusharma@gmail.com

ABSTRACT

Tremendous explosion of knowledge in science and technology has changed the life style of people. Value crisis is a global phenomenon of our times. Rapid scientific growth and technological advancements resulting in industrialization have threatened our age-old moral standards. Peace and tranquility in mind is no more found. Further, invention of deadly weapons endangers the very survival of mankind on this earth. The world today faces a catastrophe threatened with global nuclear holocaust. All are on the threshold of total annihilation. If we stretch our understanding little further what we learn from news papers are repeated incidences of crime, corruption, rape, Maoist action, kidnapping, murders of kith and kins for petty economic gains and violence among the younger generation. In this circumstance, awakening of moral consciousness is the need of the hour. It would enable the youths to learn to use science and technology for peace and prosperity of mankind. Hence, we need to inculcate value among the children from the very beginning so that when they grow up they work towards peace and harmony in the world. Teachers are the pivot around which all education revolves. The role of teacher in this context is obvious. The present paper wants to highlight the concept of value, value education, its need and importance, recommendations of various educational committees and commissions on value education in India and duties and responsibilities of the teachers in inculcation of human values.

Keywords: Value, Education, Duty, Responsibility and Inculcation of Value.

Introduction:

The ultimate aim of education is the all round development of man. All domains of personality- physical, intellectual, social, emotional and spiritual need to be fully developed in an integrated manner. This will lead to the realization of the full potential of the individual so that he can become useful for himself, for the society, for the nation and the world at large. However, it has been found that present system of education is more concerned with the transmission of knowledge and information whereas the development of desired values and the attitudes which are needed for his better adjustment in the society are being relegated to back seat or sometimes are being totally ignored. Hence it was felt that the existing system of education should be reenergized and enriched by developing human values in the students.

As it is well known, India is famous for her culture, traditions, spiritualism not for material. India's pride is the great saint and sages she has produced, it is they who are indeed the makers of the culture of this "divine" land. If India produces great military leaders, great economic and political thinkers, scientists, painters, literatures and statesmen, people hardly remember them. They, however, remember those who taught that no material wealth is greater than moral virtues. No price is too high for moral perfection. Now a day's many spiritual organizations grow rapidly day by day. But it is a matter of great regret that, at the same rate crime, corruption, rape etc. are also increased. There are many problems which India is confronted with at this moment. The problem of unemployment and the problem of poverty are very apparent. The most crucial and alarming problems of the day are perhaps the problems of communal intolerance, regionalism, maoist, terrorist, separatism and political fundamentalism. Added to these and perhaps the root of almost all the problems of today is the rapid and widespread erosion of moral values among the people. If a man is poor, but is rich in intrinsic qualities, he is indeed a man of respect and veneration in India. This is India- the India Eternal and this is India's culture. Not money, but man; not power and position, but piety and purity; not prosperity, but perfection; not covetedness, but contentment; not quantity, but quality; not immorality, but immortality : yes, this is what India and Indian culture stand for. So, valuelessness in education synonymous with lifelessness. Value not only helps a man in self evaluation, but also in self drive. Value education help in breaking the barriers, sharpen social sensitivity, provide a sense of sharing and cooperation. And strengthen democracy.

An educated man without values has thoughts which never flow into action. "The thoughts of intellectuals are like arrows in a quiver which scratch the back but never fly" (Mao-Tse- Tung). Bundestag (German Constituent Assembly) in 1933 declared that, " Germans have been humiliated not because they are under-educated, but because they are over-educated, without values". Values impart significance to life and meaning to death. Without values, life becomes a series of meaningless events, and death a shattering experience.

Concept of Value:

The term 'values' literally means 'to be of worth', something that has a price, or it can also be described as a criterion for judging the worth of the thing or people as desirable or undesirable. Values are abstract and multidimensional and present an ideal for the members of the society to shape their personalities.

- According to its verbal meaning, Value signifies that quality of an individual or thing which makes that individual or thing important, respectable and useful. This quality may be internal or external or both.
- In French term value means, "the excellence or appreciation".
- Value means the feeling of honesty, truthfulness and humanity. A feeling is based on humanity i.e., value.
- In the German term value means, dignity or nobility.

- Value is nothing but it is the combination of so many ideas.
- Value means, to have some attention or concentration of mind on a particular object.
- Philosophical meaning of the term value, the self maintaining order or idea of good.
- International Encyclopedia of Social Science (1968): “Values are a set of principles whereby a conduct is directed and regulated as guide for individual or social groups”.
- According to Urban, “Value is that which satisfies human desire”.
- A.K.C. Ottaway, “Value stand for ideas men live for”.

Meaning of Value Education:

Value education is not literacy, nor information, Value education is a systematic attempt towards human learning. It is termed as the education that helps in discrimination between what is right or wrong, proper or improper in through and action of an individual about an object, event or situation. It develops positive attitude and constructive approach in our day today activities. It is through education that the society seeks to preserve and promote its values aiming at all round development of the learner’s personality. Value education is also education in the sense that it is education for 'becoming'. It is concerned with the development of the total personality of the individual- intellectual, social emotional, aesthetic, moral and spiritual. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in thought and action. Value education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions. Education has to be directed to the full development of the human personality and to the strengthening of respect for human rights. It should promote values like understanding, tolerance and friendship. Continuous and constant attempts have to be made at all levels for universalizing and reinforcing education . The youth have to be given opportunities to develop individual excellence through values and contribute to the progress of the society. Education has to be an effective means to achieve this goal. The main aim of value education Values refers to objects that we people cherish and desire, and consider them desirable and worthy of acquisition. The value education is not similar to religious education. Values are common to all just like truth is common to all. In order to development of moral, social, cultural, physical, economical value education. Value is what is desired or sought. Values may be operationally conceived as those guiding principles of life which are conducive to one’s physical and mental health as well as to social welfare and adjustment and which are in tune with one’s culture.

Needs and Importance Value Education:

- Value education is needed for the development of human consciousness.
- In order to establish peace and tranquility value education is necessary.
- Religion is no longer able to contribute to the inculcation of moral values. As such, collective efforts should be made through education to instill certain values in children.
- Value education helps to an individual for taking moral decisions independently.
- Value education helps in quality of life.

- In order to solving the problems of casteism, communalism, regionalism, linguism etc. value education plays an important role in our society.
- Value education is very much important for developing inherent qualities of human life.
- Value education play an important role for establishing equality and fraternity.
- Value education is helpful to make the students good citizens so that they may share their responsibilities for the development of the country.
- To promote basic and fundamental qualities like compassion, truthfulness, peace, justice etc. in the children.
- To enable the children to become openand considerate in though and behaviour.
- To develop proper attitudes towards one's own self and fellow beings.

Recommendations of Various Educational Committees and Commissions on Value Education in India.

The Religious Education Committee appointed by CABE (1946) recommended that the fundamental importance of spiritual and moral values of life must be recognized on any scheme of education.

The University Grants Commission (1948-49) suggested the introduction of religious education in higher education stream.

The Secondary Education Commission (1952-53) recommended that inspiring talk in schools on the lines of great persons for inculcation of morally in the children should be initiated.

The Committee on Religious and Moral Instruction (1959) headed by Shri Prakasha suggested allotment of separate periods in schools for the purpose of instruction in moral and spiritual values in education.

The Committee on Emotional Integration (1961) pointed out that it is duty of our educational institutions to give to the present generation as a sense of direction and a goal to work for the committee made 213 recommendations, concerning all stage of education.

India Education Commission (1964-66) popularly known as Kothari Commission in its document on Education and National Development had mentioned that we attach great importance to the role of indirect influence in building up good character.

The Committee of Members of parliament on National Policy of Education (1967) laid emphasis on the urgent reforms needed in the system of education to strengthen national unity, promote social integration, accelerate economic growth and generate moral, social and spiritual values.

The Curriculum for the ten year School: A Framework (1975) NCERT, puts emphasis on the importance of school for creating proper learning environment to inculcate the attitude to learn the principal values in life. The CABE Committee on National Policy on Education 1986, appointed in 1991 endowed that value education should not be confined to the curriculum translate in the classroom. It recommended several other activities such as establishing strong school- community, linkage and community songs to retain value system in education.

The Committee for Review of National Policy of Education (1986) recommended that imparting of value education should be an integral part of the entire educational process and school climate, as distinct from dissemination of values through special classes or lectures. It further recommended inculcation of values through hidden curriculum for the development of total personality.

Core Group on Value Orientation of Education (1992) in its report indicated that there cannot be a single method or agency, which can be identified to promote human values. It believes in judicious collaboration of various agencies and a combination of different methods and programme to promote the development of human values through educational process.

C.B. Chavan Committee (1999) reiterated that right from the primary school stage, deliberate, planned and sustained efforts to be made to inculcate basic human values among the students. The teacher is the key person who can inculcate all the required values in small children in spite of many odds.

The Eighty First report on Value Education(1999) stresses, education should aim for multifaceted development of human being; his intellectual, physical, spiritual and aesthetical development. Youth is the mirror in which future of nation is fully reflected. The mind, heart of children are to be engaged in forming their own character to know what is good, love good and do good.

Reports of the Department related Parliamentary Standing Committee on Human resource development (1999a) suggests that in order to develop values the overall educational system including curriculum, teacher's training/ orientation, curriculum material, media and educational technology and other strategies may be used. The process has to begin right from the impressionistic stage of childhood.

National Curriculum Framework for School Education (2000) NCERT, gives a special focus on value education as a one of the central concerns of school education. It emphasizes the role of school in imparting values, as it cannot be left to home and community recommends that every teacher is the teacher of values. It represents the conscious position on the judicious integration of values throughout the school curriculum at all stages. It recommends the 'whole school approach' and developmentally appropriate strategies for different school stages.

The Framers of New Education Policy very well realized the present state of affairs regarding value crisis and therefore emphatically recommended that education to be meaningful must be value-oriented.

Duties and Responsibilities of the teachers in Inculcation of Human Values:

The teacher will be responsible for inculcation of human values amongst the students of his school by organizing/ identifying/ including certain suitable programmes/ activities:

- Organize various clubs like nature club, adventure club, and literature club in the school as a mean of personal growth helping individual students to clarify their own thinking through personal students in a group to know each other as individuals grow together in a group. Deepening their relationship and learn to tolerate each others, differences.
- Design projects and suggest themes for project work.

- Organize tours and visits in nature, walk in countryside, to historic monuments, to synagogues, Temples, shrines, factories, farms, power stations, sewages disposal works and housing projects.
- Organize student self-government, Mock Parliaments, etc.
- Encourage the students to learn more and more international and regional languages and provide facilities for the same.
- Organize national integration exhibitions depicting the cultural, economic, historical and social aspects.
- Organize exhibitions on history of freedom movement on permanent basis in the school adding new dimensions and materials from time to time.
- Organize activities like paragraph writing, story telling, recitations, group songs, action songs, solo songs, shadow play, one act play, group dance, etc. for developing self-confidence, sense of achievements, self- respect, team spirit and appreciation by suggesting topics and songs from history, freedom struggle, in the background of nationalism and patriotic spirit.
- Organize social service camps, visits and excursions laying emphasis on “shram-daan”, cleaning colonies, hospitals, schools, distribution of food material, medicines, clothing’s etc. during natural calamities, help accident victims, lending help to blind, old, children, etc. for developing team spirit, dignity of labour, helpfulness, service to humanity, honesty and concern others.
- Organizing debates, declamations and paper reading contests on the suggested topics for discrimination between right and wrong and the topics from the lives of great leaders, patriot, sages and saints.
- Have a notice board with “new thought of the day” – for students to read, reflect and introspect.
- In the morning assembly include prayer, good thoughts, talk by teachers, students, recitations: Patriotic songs of different languages may be sung as song of the day.
- Organizing games-sports, scouting guiding, NCC and Yoga programmes to help cultivate sense of discipline, punctuality, cooperation and spirit of competition amongst the students.
- Participation of students in national days and other days of national importance.
- Encourage the spirit of “Each one teach one”.
- Display quotations from great thinkers on the themes of value education at all the suitable corners of the school.
- Put pictures and charts with shorts biographical notes of national and international great men who contributed for the good of the mankind, in libraries, laboratories, classrooms and halls.
- Ensure active participation of local community and parents to strengthen the programme of value education in schools.
- Ensure that the students participate in plantation programmes organized by local communities / NGOs/ Government Department/ Organizations for improvement of environment.
- Organize social awareness and sensitivity camps.

However, teacher's personal activities and behavior have tremendous bearing on students. So the teacher should establish and maintain clear standard of behavior and encourage his pupils to behave one another and towards the entire community in a desirable way. The teacher should be a good model of true, rational and moral adult so as to influence his pupils, through his personal activities, to become acceptable adult citizen in society. As Sri Aurobindo said, "nothing can be taught" but everything may be learnt, values cannot be taught, they have to be learnt. The most effective strategy of inculcating values among learners is through exemplar behavior of teacher. It is so because the natural style of learning of child is by process of imitation. And after parents, the teacher is one who is most revered by the learner. The righteous living of the teacher is sure to inspire and stir value consciousness of his/her pupils and facilitate internalization of values by them. Value education is really effective when all the teachers understand their responsibility and share their important role in respect of value education. The role of teachers needs to be determined not only in the context of promoting values but also in that of providing more but also in that of providing more effective methods of education. The present day education system has become too much examination oriented that the value education receives little attention while teaching a subject. However high achievement in examination is essential, but it caters only to mental and intellectual development of an individual. The teacher can not overlook the other aspects of the personality, i.e. emotional, moral and social etc. There is a need to impress upon the teacher that besides teaching for examination, he has to teach for life also. Teacher's function is not confined to what he or she does during his teaching hours in the classroom; in reality he or she teaches all the time, constantly, by acting as the role model before the students. V.R. Taneja suggests the interaction of the individual with education must lead to formation of values.

VALUES

(MAN) INDIVIDUAL EDUCATION

(Interaction between the individual education & Values as a sacred Triangle)

Man – Values- education is a sacred triangle, where education is a vital medium to imbibe, foster and perpetuate values in man. While teaching of facts (Science) makes man wise, the teaching of values makes him truly human. Education is capable of developing strong and abiding values., Every where and at all times, education has been built on value- system, conducive to the development of physical, intellectual, moral and spiritual life. The link between education and values is evident from the aims of education. Swami Vivekananda has said, " Education should not be confined to storage of information in our brain but should be such, which develops character, moral, self reliance and wisdom in a man", Radhakrishnan has remarked, " Education is not limited to the imparting of information or training of skills. It has to give the educated a proper sense of values". The role of education is to impart an integrated view of life and for this, value orientation of education is a complex affair, Value education covers the entire domain of learning, developing rational thinking, education of the emotions and the training of the desirable behavior- the cognitive, the affective and the psycho-motor. Values make an individual a truly

human being. Education plays a vital role in developing strong and abiding values. Value system has always been built by education. No society can survive without a moral order. A system of moral/ human/ spiritual values is indispensable to group living. Value crisis is a global phenomenon of our times. This atmosphere of valuelessness is leading to disintegration, though we notice at the same time best of progress in certain other fields. Nietzsche rightly remarked, “When a tree grows up to heaven, its roots reach down to hell”. We must realize that this process of value deterioration will prove disastrous and lead to disintegration of the society. It is the right time therefore for us to rise to action and make conscious efforts to reverse the trend and lead to the right direction. Dr. Sarvapalli Radhkrishnan, who emphasized that, “a civilization is not built with brick and mortar or steel and machinery. It is built with men, their quality and character”. Swami Vivekananda also said, “We must combine the science of materialism with the principles of spirituality, the science of the body with the science of the spirit. We will eat good food, live in good houses, wear good clothing’s, drive on good roads and enjoy all the other comforts that science can offer to us. But at the same time we must be good men and women also. We must be morally sound and spiritually strong. We must raise the standard of our life on the one hand and on the other we must raise the quality of our life also”. Education is the golden key that opens all the doors that leads to perennial growth and development. Education and value are conjoined twins to give the individual an opportunity to flower in goodness, so that he is rightly related to people, things and sensitive to the larger spiritual order of which he is a part. Education without values is baseless ness and values without education are fruitless. Value education has the power to promote tolerance, curtails negative thinking, and modifies the perverted wishes.

Conclusion:

In one of the Shlokas (hymns), the guru (teacher) has been compared with Brahma, the creator of the universe, Vishnu, the sustainer of the universe, and Maeshwer, who look after the well- being of the universe. The teacher is Parabrahma the only one reality who can do all this, and, therefore, we must salute the teacher with respect. In other words, a teacher could make the student a compassionate and useful citizen inculcating values that our society cherished. Therefore, a teacher must have commitment to nation, society and students, and it must be ensured that right kind of environment is created in schools as well as in society for inculcating values.

References

1. Dhankar, N. (2010). Value Education, New Delhi: APH Publishing Corporation.
Gawande, E.N. (2002). Value Oriented Education: vision for Better Living, New Delhi: Sarup & Sons, p 126-130.
2. Gupta, N.L. (2000). Human Values in Education, New Delhi: Concept Publishing house.
Kapur, J.N. (1996). Modern Trends and Issues in Education, Cuttak: Takshyasila.
Mohanty, J. & Nayak, B.K.(1996) . Modern Trends Issues in Educational, Cuttack:Taskshyasila.
Mukerjee R.K. (1969). Social Structure of Values, New Delhi:S Chand and Co.
3. NCERT (1922). Education in values: A Source Book, New Delhi.

4. NCERT (2005). National Curriculum Framework for School Education. New Delhi: National Council Education.
5. NCTE (1978). Teacher Education Curriculum: A framework. New Delhi: National Council for Teach Education.
- Pandya, R. and Mathu, A. (2004). Imbibing Value Education: Various Prespectives, Delhi Kalap Publications.
6. Ruhela, S.P. (1986) Human Values and Education, New Delhi: Sterling Publishers private limited, p.14.
- Sharma, J.N. & Katoch, K.S. (2007). Education for Values, Environment and Human Rights, New Delhi Deep Publications pvt. Ltd.
- Venkatian, N. (ed.) (1980) Value Education, New Delhi: APH Publishing Corporation.
7. Pillai, K.K. (1986). “ Value Oriented Education”. Journal of Educational Research and Extension, Vol 2 No.4.

