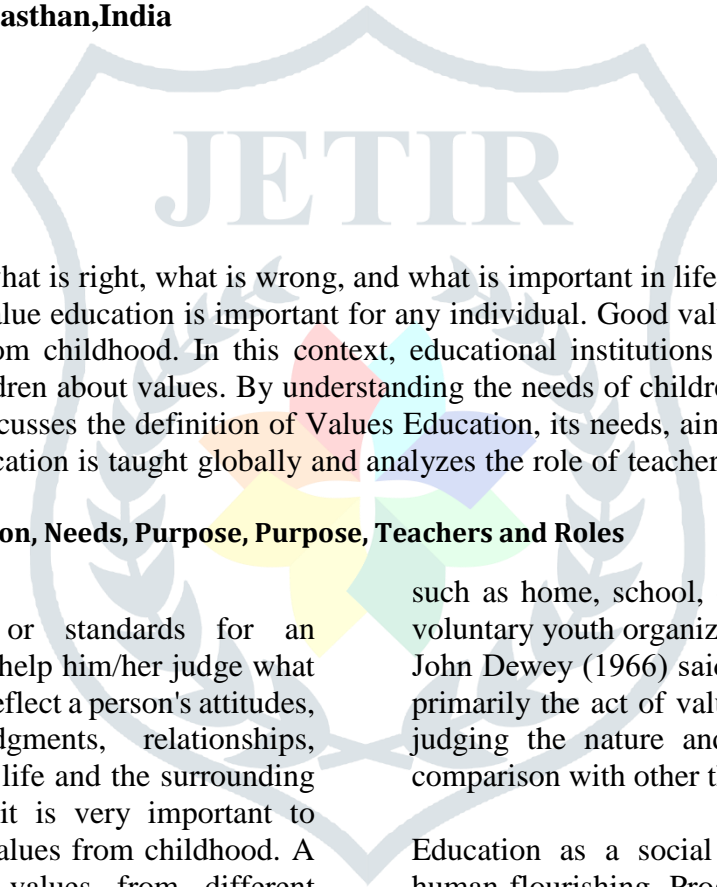




# Values education in educational institutions and the role of teachers in spreading this philosophy

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## ABSTRACT:

Values are beliefs about what is right, what is wrong, and what is important in life. These values are obtained from different sources. Value education is important for any individual. Good values must be instilled in the mind of an individual from childhood. In this context, educational institutions play an important role in educating school-age children about values. By understanding the needs of children and students for 'Values Education', this article discusses the definition of Values Education, its needs, aims, objectives, its evolution in India, how Values Education is taught globally and analyzes the role of teachers in promoting the concept in process.

**Key Word: Values, Education, Needs, Purpose, Purpose, Teachers and Roles**

## Introduction:

Values are principles or standards for an individual's behavior that help him/her judge what is important in life. They reflect a person's attitudes, choices, decisions, judgments, relationships, dreams and visions about life and the surrounding environment. Therefore, it is very important to educate everyone about values from childhood. A person learns different values from different sources like family, relatives, friends, community, religion, traditions, customs, books, environment, great people and many other sources. There are two types of values: innate and acquired. Intrinsic values are the inner values a person develops from his or her own thoughts and emotions. Examples include love, care, empathy, honesty, hatred, etc. Acquired values are external values formed based on one's own experiences or influenced by the surrounding environment, such as: convenience, status, ambition, power, way of dressing, cultural customs, traditions, habits and tendencies. There is an urgent need to "value educate" individuals primarily in the learning environment where they spend most of their time and learn a lot. Values education can take place or be obtained anywhere,

such as home, school, college, university, prison, voluntary youth organization or many other places. John Dewey (1966) said: "Value education means primarily the act of valuing, valuing, valuing, and judging the nature and amount of its value in comparison with other things.

Education as a social institution contributes to human flourishing. Progress and peace. The main goal of the ancient Indian education system was to guide mankind from falsehood to truth, from darkness to light, and from death to immortality. Everyone is born neutral, like a blank sheet of paper without any mentality. Value-based education system is an integral part of human intellectual development. Values add quality to life. Human values are closely integrated with human life. They are intertwined with our daily chores. The family is the first place where values are learned and instilled. School is the second place where you can develop and promote your values. As an important part of the education system, teacher education is closely related to society. Pre-service teacher education programs aim to prepare graduates to become quality teachers equipped with teaching

practices. The inculcation of values in teaching is rooted in the cognitive and affective domains of Bloom's famous taxonomy of educational objectives. The National Policy on Education (NPE) 1986 envisaged the need to make education the primary means of developing social and moral values. The Program of Action (1992) also emphasized values-based education and incorporated ten core elements into the school curriculum (Fyfe, 1993). Values are often long-term standards or principles used to judge the worth of ideas or actions. According to John Dewey (1948), "value means valuing, respecting, estimating, estimating." It means cherishing something, the act of valuing it, and it also means making a judgment about the nature and amount of value. The Behavioral National Curriculum Framework (2005) reflects that "peace education aims to foster moral development and inculcate the values, attitudes and skills needed to live in harmony with oneself and with others, including nature. Values-based education is essentially 'making people'" and "Character Building." It is the process by which people transmit their values to others. Teacher education is essentially a value-bearing activity related to the comprehensive development of teachers. "Education" emphasizes a fundamental and qualitative change in its direction. Cultivate the spirit of craftsmen and cultivate humanities teachers.

### Goals of values-based education

The pre-service teacher education program aims to prepare graduates to become quality teachers equipped with teaching practices to meet the growing demands associated with the teaching profession. Focusing on values, some specific goals are as follows:

1. To develop individuals with a broad background of knowledge in the humanities and sciences.
2. Identify the values relevant to the content processes/activities covered by the topic.
3. Develop personal skills and talents to provide excellence in service to self-actualization and the common welfare of others.
4. To inculcate moral, spiritual, psychological and cultural values in students.
5. Provide opportunities for students to think about and clarify their own values and compare them with those of others.

6. Develop teaching materials and teaching plans that effectively teach values.

7. Recognize the ways in which education encourages the acceptance of certain social values, such as tolerance, cooperative spirit and teamwork.

### The need and importance of value-based education

In today's multicultural and multiracial society, where social norms and expectations are constantly changing, it can be difficult for young people to know what is right. Therefore, in today's era of globalization, it is necessary to pay attention to human value. Value-based education is a much debated and discussed topic in much of education in India. Of course, the main purpose of any education is value orientation. These values represent a true perspective on the development of any society or country. They tell us how far a society or country has developed. Values are the virtues, ideals and qualities on which actions and beliefs are based. Values are the guiding principles that shape our worldview, attitudes, and behaviors. However, values are either innate or acquired. Values-based education is important in helping each individual improve the value system he/she holds and apply it. We have a responsibility to uphold various morals in life such as cultural, universal, personal and social values. Values determine human personality and determine the growth of individuals, families, societies, countries and mankind.

In a culturally diverse society, education should cultivate universal and eternal values and be oriented towards the unity and integration of these values. The ethical and moral values of Indian society are rapidly eroding. The need of the hour is competent, dedicated and professionally qualified teachers who can meet the needs of society. The progress of science and technology in the last century and the rational inquiry behind it have accelerated the process of social change and turned the world into a global village. Today's world is full of violence, greed, plunder, extortion, hatred and envy. All are fighting for fame, power and money. Human socio-cultural and spiritual life must bring peace, progress and welfare to individuals and society. This is precisely why modern society worries about the deterioration of values.

Teachers are very important to the overall development of any country by influencing the education system. The education we have

experienced no longer prepares today's learners for the global marketplace. India's population is very young and growing very fast. Today, educational institutions are unable to maintain a teaching atmosphere. Today, the role of the teacher is that of friend, philosopher and guide, and his main responsibility is to restore the higher values of life to contemporary people. Teacher education institutions must cultivate dedicated and dedicated teachers, teacher educators in the true sense of the word.

The acquisition of value continues in schools through various activities such as teaching, student relations, and extracurricular activities. Therefore, education plays an important role in instilling in children the basic values of humanism, socialism and national integration, which is a challenging task in front of and taught by teachers. Teacher education is the process of preparing future teachers and updating the knowledge and skills of qualified teachers in the form of continuing professional development. If we wish to protect current and future generations from the erosion of values, we must at all costs inculcate the ideals of "simple living and high thinking", an ideal that is sadly missing from our lives today. At this critical moment, the role of teachers becomes crucial as teachers can provide moral education to students.

### **Instilling values in student teachers**

Teachers play a very important role in developing values in children to become good human beings. The rise of science and technology not only wastes the spiritual side of our lives, but also takes away the beautiful emotions that contain rich thoughts in our hearts. Values-based approaches must become the backbone of education systems and teacher education systems. Today we face many problems such as terrorism, poverty and population problems. There is a need to inculcate moral values in the curriculum. Therefore, it is suggested that future teachers should adopt the following methods to absorb values in the classroom teaching process:

1. Teacher educators should instil in students and teachers the idea that children are born with values and teachers need to discover these values
2. Education should allow students to understand the ideals of life and the social atmosphere of the country and influence them.

3. Value-based education cannot be limited by textbook materials, but should rely on teachers' initiative and inspiration to find learning resources.
4. Teachers should develop intellectual and moral values in their students and create an educational environment that creates camaraderie among teachers and teacher educators.
5. Values cannot be taught in isolation, but teachers can provide experiences and situations that allow students to think and reflect on values and turn this reflection into action.
6. Teachers must consider the values that underpin the scientific enterprise and try to prepare lessons and methods that reflect these values.
7. At present, the edifice of faith, trust, compassion, loyalty, mutual aid, fair play, sacrifice, and observance of the law is rapidly crumbling under the weight of materialism.
8. It is more important for teachers to live out their values than to simply include them in the syllabus. Teacher educators must develop the competencies of trainee teachers to teach according to accepted teaching principles.
9. Teachers are considered the source of all knowledge and the source of great ideals. He is a torchbearer for society. Therefore, if a teacher has a keen sense of values and a belief in the higher purpose of life, he can guide an entire generation through his versatile personality.
10. Moral values can be explained through stories and illustrations. Role-play a good story during the course. Through poetry, novels and stories we can inculcate moral values in our students.
11. Human values need to be developed for the physical and mental health of students. Therefore, value-based education should be a process that cultivates the spirit of rational inquiry and self-discovery.
12. Values-based education is most effective when teachers serve as role models and ensure that this is central to the school's philosophy.
13. Teachers should act fairly and without prejudice to each individual's race, gender, marital status, political or religious beliefs, family, social or cultural background, sexual orientation or socioeconomic status.

14. Course content should be value-driven. All values can be absorbed and inculcated through properly prepared language texts and supplementary readers.

15. After-class stimulation, whole-class discussions allow values to be explored more deeply. Therefore, teacher educators must encourage healthy discussion and motivate teacher trainees to participate and self-explore.

16. A teacher is a teacher whether in school or out of school. Basically, this should be reflected in his behaviour.

17. Emphasis should be placed on respecting students and ensuring that they are not constantly criticized. The core of running a school is reflection, not the embodiment of values.

18. Teacher educators should educate trainee teachers about human nature. Through love and care, one can develop positive human values in children.

19. Teacher training should enable teachers to broaden their knowledge of school subjects and see them in a holistic way, not just as cold facts.

20. Values should be a top priority in a child's education. Recognizing values is key to character building. Strong values and social-emotional skills will help children succeed in any field.

## Conclusion

Teachers play an important role in instilling moral values in students. Values education needs to be undertaken with intention, commitment and the hope of transformation and change. As per our Indian tradition and culture, teachers play a pivotal role in the teaching and learning process. Without human values, we cannot exist peacefully in the world and enjoy life. In the context of global value erosion, it is difficult for individuals in society to work to halt the process of value degradation. It appears that moral and ethical issues, including character education, have a strong need to be part of teacher education programs. Teachers' professional ethics itself is a complete program of teacher value education. In short, teacher educators are teachers of future teachers, which means a lot of responsibility. Therefore, value-based education is needed for the sustainable development of humanity and the growth of society. Teachers and teacher education institutions can therefore think

about the "erosion and true recovery of students' moral values," which may seem difficult but is by no means impossible.

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