

THE ROLE OF SCHOOL & TEACHER IN VALUE EDUCATION

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ABSTRACT:

Education has become materialistic and an undue emphasis is given to knowledge –oriented education .The intellectual development of the pupils has become one sided .Such an education leads to the development of lopsided personalities and it pushes back the religious ,moral ,and spiritual values of our great tradition .As a result there no harmony between the outer life of actions and the inner life of emotions in the modern man .The growing erosion of essential values and the increasing cynicism in society stress the need for value education. Value education is related to those activities, which are good useful, and valuable from the educational point of view and considered as educational values and values of education. Learning values for the pleasure of the individual and the welfare of the society is called “value education” Education should foster universal and eternal values like compassion, courage, honesty, tolerance, peace and truthfulness to develop balanced individuals and to create a better human society. In other words, the main function of education is to develop physical, mental, emotional, social and spiritual aspects of the individuals by laying stress on the development of healthy habits, traits, right attitudes, values, skills and interests. Morning assembly before starting the teaching work in the school, it is necessary to hold a morning assembly for 15-20 minutes. There should be prayer, religious discourses, patriotic songs and moral lectures in the developed values such as punctuality, faith in God, team sprite orderliness, patriotism, and discipline. The teacher has to play a very important role in the inculcation of value oriented education in the new generation. This is because the twenty –first century has seen remarkable development in science and technology explosion in population and in human desire. In the words of Dr. Rawat if education in our country has to fulfill the above urgent need, then it is absolutely essential to promote value oriented education in our school in order to make them training centre of democratic citizenship which catalyze social transformation, promote economic growth and accelerate our progress towards democratic socialism.

Keywords:-Value Education, Importance, Role of school & Teacher.

MEAING OF VALUE

Friedrich Nietzsche(1844-1900), a German philosopher ,used the word ‘ values’ in 1880 in the plural to denote moral attitudes and beliefs that were personal and subjective .But in modern democratic societies, values include all important religions ,beliefs, moral attitudes ,philosophy of life and political ideologies. Etymologically, value means the quality of an individual or thing which makes an individual or thing important, respectable and useful. Thus, value is anything (person, object, activity or condition) that men regard as worthwhile or preferable to other things. For instance, keeping silence before elders is considered as a value in some societies, but in many societies frankness in attitude and behavior is considered necessary and useful. In the same way, the preachers and spiritualists, the economists, educators, humanists, philosophers, political leaders, psychologists, social reformers, sociologists and thinkers have given different meanings and dimensions to the concept value but all of them stress on the significance of values at personal, national and global levels.

DEFINITION OF VALUE:

Values are part and parcel of the philosophy of a nation and its educational system. They are the guiding principal of life which is conducive to all round development. The concept “value “has been defined by different philophers, educationist, scholar and thinker in the following manner:

1. John Dewey

“The value means primarily to prize, to esteem, to apprise, and to estimate. It means the act of cherishing something holding it dear and also the act of passing judgment upon the nature and amounts as values of compared with something else”.

2. S.Brightman

“In the most elementary sense ,value means is actually liked prized ,esteemed, desired ,approved or enjoyed by anyone at any time it is the actual experience of enjoining a desired object or activity.

3. N.Torralba

“Values can be defined operationally to include norms of right conduct and good intellectual and moral habits”.

4. M.P.Hunt

“As a judgment concerning worth of an object, person, group or situation. Value judgment contains evaluative rating terms, such as good, bad, moral, immoral, beautiful and ugly etc.”

5. R.K.Mukherjee

“Values are socially approved drives and goals that are internalized through the process of conditioning, learning, socialization and that becomes subjective preference, standards and aspiration”.

6. E.B.Hurlock

“Values are concept heavily weighted with emotion. They are concept of the desirable which influence the children’s selection from available modes, means and ends of action, because they are primarily subjective, they are stronger predisposition of behavior than concepts with less heavy emotional weighting.”

NATURE OF VALUE:

1. Values are standers of guidelines for an individual’s life.
2. Values are the guidelines for a nation that guide its policies.
3. Values are not static and they change with time.
4. Values posses both cognitive and effective dimension
5. Values frequently represent alternatives.
6. Values are influenced by emotion.
7. Values are hierarchical.
8. Anything which has utility is a value.
9. Values are helpful for survival.
10. Values are learned and acquired in many ways.
11. Values steer our life’s journey.
12. Values energies the individual to action.
13. Values are created and developed in the society through the inter-relationship if its member.
14. Value of a thing or person has the power to satisfy.
15. Values are influenced by an individual experience, desires, and specific situation.

SOURCES OF VALUES:

1. RELIGION

Religion is the basis of many of our moral principles and human values. It binds and unifies the people. Christianity, Islam, Hinduism, Buddhism, Sikhism, Jainism, and others religions of the world emphasis a particular way of life based on their respective religious doctrines and principles .Bertrand Russell says ,”Religion is the source of the sense of social obligation “.According to German philosopher Kant ,”Religion is the recognition of all our duties as divine commandment”. Mahatma Gandhi writes, “For me morals, ethics and religions are convertible terms. A moral life without religion is like a house built on sand”. According to Dr.S.Radhakrishnan,” True religion is in the heart of man, not in the manmade creeds”. Thus, religion is the main source of social, moral and spiritual values such as love, cooperation, sympathy, pity, companionship, well-being, renunciation, social service, service to humanity, tolerance, forgiveness, simplicity, peace, universal brotherhood, high ideals, dignity of labor and love of justice.

2. PHILOSOPHY

All the philosophies relating to education have thrown light on the values of education. There are varying philosophies of life and education. Idealistic philosophy recommends higher and fundamental values of life such as truth, goodness and beauty. These values are eternal and everlasting. Naturalistic philosophy discusses the values related to the physical or material life. Pragmatic philosophy recommends the values of life such as cooperation, fellow feeling, social service and service of humanity.

3. LITERATURE

There is a close relationship between society and literature .Literature has its impact on the minds of the individuals and the society. This is because almost all literature in the form of poetry, novel, drama, one act play story is related to humanity and society. For instance, Munshi Premchand in most of his novels and stories has depicted the social problems and social values. The national poets like Bharathiyar and Rabindranath Tagore have expressed in their poems the values of patriotism and national integration. The study of literature is very much related to the life character of the individual, which creates and develops the appropriate attitudes, interests and positive feelings, and emotions in the individual. Literature determines and develops the following types of values:

1. Literacy values
2. Material values
3. Scientific values
4. Vocational values
5. Cultural values
6. Moral values
7. Social values
8. Human values
9. Democratic values
10. Aesthetic values
11. National values
12. World brotherhood values
13. Secular values
14. Spiritual values

4. SOCIAL CUSTOMS

Social customs play a very significant role in influencing our value pattern and living pattern to a great extent. Infact, social customs and traditional have been the basis of our values since the ancient times. Today, they direct the individual as well as the society towards the desirable ways. Social customs reflect a number of values such as social regulation, social activities, social beliefs, cultural heritage, manners, thoughts and conducts, rituals, ways of worship, hospitality to guests, place of woman in the society, system of marriages, birth and deaths, joint families and nuclear families, language, vocation, skills, arts, music, dance, painting and spiritual and material values.

MEANING OF VALUE EDUCATION

Value education is related to those activities, which are good useful, and valuable from the educational point of view and considered as educational values and values of education. Learning values for the pleasure of the individual and the welfare of the society is called “value education “. It is education which develops a sense of discrimination between the good and evil. This discrimination is based on values. The search for what is right and what is wrong is value education. In this sense education is a much wider concept than teaching. As Adam says education is a bio-polar process which has the “educator pole” teacher and the “educated pole” .According to Ruskin “education does not mean teaching people to know what they do not know, it means teaching them to

behave as they do not behave. “As Cunningham says “educational values become the aims of education”. According to John Broacher “To state one’s aim of education is at once to state his educational values”.

VIEWS ABOUT EDUCATIONAL VALUES

The educators have expressed two views about educational values. They are:

- (a) Internal and subjective
- (b) External and objective

INTERNAL VALUE

Some educationist claim that values depend on personal ideas and experience. According to them, value is born out of a mind’s power of imagination. They hold the view that whatever is useful to human beings to good and valuable and whatever good is useful. In other words a thing which is useless becomes valueless also. They determine their values according to their utility. Thus educational values are internal subjective in nature.

EXTERNAL VALUE

The educationist who support external values hold that values are inherent in objects and activities. According to them the social environment influences the quality or the value of an object. In other words, all educational activities are not connected with the individual but with the social environment.

IMPORTNCE OF VALUE EDUCATION

Man and values are inseparable .Education makes a man strong. Values make his life wholesome and perfect. Prof N.K...Dutta says “life without values is reduced to a series of meaningless activities.” modern man is found unhappy. Value education enables him to lead a personally satisfying and socially constructive life. Hence teaching of value education in school has become important in the modern society.

1. Value erosion

Due to the explosion of population, knowledge and human desire, we find erosion of values in social, spiritual, and cultural, economic, political and religious fields. In order to preserve and maintained values, value education is very important. Knowledge –oriented education: Present education system gives importance to knowledge – oriented education. It prepares the students for examinations and it does not create a desirable character. As a

consequence, educated persons commit crimes and indulge in barbarous activities. To redeem people from evil action, value education is inevitable

2. Violent culture

The youth of today lead a reckless life. Dowry system, corruption, bribery, dishonesty, violence, casteism, plays a very important role in the modern India society. These undesirable violent aspects take the place of values, which affect our individual and social life adversely. Hence, value education plays an important role in rooting out violent culture from the society.

3. Social indifference

People of the presents day are self –cent red. They do not have concern for others. In fact they are not willing to scarify anything for the welfare of others and the country. It refeclts social discomfort as well as social disintegration .Therefore, we should importance to value education.

4. Indifference towards national interest

The new generation is devoid of cultural qualities like patriotism, national interest, and sense of sacrifice, national integration, national understanding, cooperation, sympathy, affection and compassion. These values are very important for the successful and smooth functioning of the society.

OBJECTIVES OF VALUE EDUCATION

It has mentioned the following aims of education based on values such as non-violence, truth, love, cooperation, justice, tolerance, and scientific attitude and a healthy critical thinking.

1. To developed the physical, mental, intellectual, aesthetic aspect of the individual.
2. To be dedicated towards the unity and integrity of the country and to provide a firm pace to the development of the country.
3. To developed respect for the individual dignity of labour and a healthy and positive attitude
4. To inculcate a scientific attitude and create democratic, moral and religious values.
5. To remain firm on secularism and social justice.
6. To developed firm determination for the solution of the problem.
7. To developed international understanding.

ROLE OF SCHOOL IN VALUE EDUCATION

Morning assembly before starting the teaching work in the school, it is necessary to hold a morning assembly for 15-20 minutes. There should be prayer, religious discourses, patriotic songs and moral lectures in the developed values such as punctuality, faith in God, team spirit orderliness, patriotism, and discipline.

1. Compulsory subject

Moral education should be taught as a compulsory subject. This education should contain the substance of all the religious. At least two periods in a week should be reserved for this subject in the time table.

2. Re-designing of curriculum

Some changes should be made in the curriculum keeping in view the social, moral, cultural, and national values. The subjects like history, geography, social studies, science, language, literature, and arts, should be included in the curriculum as they inculcate the values such as cooperation, unselfishness, national spirit, international brotherhood, truthfulness, courage, faith in God and serving the poor.

3. Use of mass media

Maximum use of the mass media should be made to provide value education to schools. The mass media such as news paper, journals, radio, and television can be used to developed social, moral and cultural values among the students.

4. Special camp

The spirit of social service and national service can be inculcated in students through the medium of special camps like National Cadet Crop (NCC), National Service Scheme (NSS) and international Voluntary Service for Peace (IVSP). These camps develop cooperation, fellow feeling, national spirit, love, sympathy, secularism and equality in the school.

5. Extension lectures of scholar

National and spiritual leader s should be invited to the institution from time to time to express their views on the subjects of human interests.

6. Celebration of birthdays

The birthdays of great man like Gandhiji, Rabindranath, Dr. Radha Krishnan, and Swami Vivekananda etc should be celebrated in the schools and their ideas should be presented to the society. Such celebrations develop the various types of values in the students.

7. Celebration of national and international days

The national days like Independence Day, republic day, teachers' day, children's day, world environmental day, international youth day, should also be celebrated in the schools. The celebration of these important days developed the values such as national spirit, patriotism and world brother hood among the students.

8. School magazine

Magazines which are published by the school should contain articles related to value oriented education. Such magazines enable the students to get value education, which develop desirable values in them.

9. Co curricular activities

School should provide activities like debates, and discussions, on the issues and problem of our country, mock parliament, and mock Panchayat and mock assemblies in order to inculcate proper civic.

ROLE OF THE TEACHER IN VALUE EDUCATION

The teacher has to play a very important role in the inculcation of value oriented education in the new generation. This is because the twenty –first century has seen remarkable development in science and technology explosion in population and in human desire. If we run too much after science and technology and materialism it is said, “one day there will be no tomorrow. “That is why, R.C.Lahoti, the chief justice of India (2005) rightly remarked, “be a man of value than a man of success. “So, a teacher of the present time should have the following principals:

1. He must have faith in the basic human values.
2. He should cultivate the basic human values in students.
3. He should create the atmosphere of love, trust and security in the school.
4. He should cherish high human values in the global context.
5. He should develop faith in democratic, socialist and secular values.

6. He should organized value education through different co-curricular and extra –curricular activities.
7. He should not get away from the fact that he is a value educator.

CONCLUSION

The environment in different educational institutions depends on values systems being followed. Decline in value systems leads to decline in educational standards. We see the effects of declining values in our schools, colleges and universities. We have to follow values that may contribute to the proper functioning of our educational institutions. Peaceful environment and its devilmment depend on the value system being followed in a particular family. We, generally, find that there are disputes among family members. This is due to the erosion of values. Respect for each other in the family is generally lacking cooperation, sympathy, affection, fellow feeling and tolerance. We generally, observe that people are least concerned about the neighbors in big cities and towns. Hence; it is the need of the hour to make all possible attempts to inculcate value-oriented education in the centers of learning. It is the duty of the educators, the educational administrators and the people that they should support value-based education and devote their time, energy and resources to make this education a success.

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