



## Value Education and Teacher

DR.NARVAN C. BARAIYA  
Talaja Road, Bhavnagar  
Gujarat (India)

### Abstract:

*Since, teacher is the most vital and appropriate person in the entire formal educational setting for inculcating values in young learners and so, from this point of view, it is extremely necessary to ensure that he plays his role as a model of character and good behavior and as an epitome of those values which the society wishes to inculcate in learners. It needs to be kept in mind that a teacher occupies a position of authority in the eyes of his students and they always tend to follow him. The teacher earns this position not only through his ability to satisfy his students learning needs but also on account of his other personal attributes. Although for a teacher to be effective in his teaching behavior is considered relevant, yet for acting as a role model and source of inspiration for his students to make them good human beings and men of character, his behavior as a teacher is all too important. We know that a teacher's entire behavior, inside as well as outside the classroom and even outside the school, remains constantly under watch and close scrutiny not only by his students but also by their parents and they all have a very high expectation of his moral behavior in formal as well as informal settings.*

**Keywords:** *General decline & deterioration of morality, weaken social and moral values in new generation, moral values has to be organized in the institutions, teachers role, values and Qualities of behavior, grooming the teacher, sustaining teachers motivation*

### 1. Prelude

Value education has become a challenging concern in the modern contexts. The present exposition is devoted to enumerating the value and associated qualities of behavior with intent of grooming the teacher.

The Teacher can play vital role to enumerate values in the young generation. The Teacher needs some motivational support from society to do it effectively. Values and qualities of behaviors are expected from the teacher also.

Since the middle of the last century, concern has been expressed by various sections of the society about the progressive erosion in the morality of the new generation and a general decline in character among a large section of the people. With the passage of time, the voice of concern has become louder despite the fact that many attempts have been made simultaneously to check this deterioration in the moral development of the citizens. This seems to be the general trend in the developed as well as developing worlds. Referring to this global trend, the Education Commission (1964-66) observed, "The weakening of social and moral values in the younger generation is creating many serious social and ethical conflicts in western societies and there is already a desire among great western thinkers to balance the knowledge and skills which science and technology bring with the values and insights associated with ethics and religion at its best, viz. a search for the knowledge of the self, of the meaning of life, of the relationship of man to other human beings and to the ultimate reality. In the situation that is developing, it is equally

important to give a proper value orientation to our educational system. We would like to emphasize the need to pay attention to the inculcation of right values in the students at all stages of education. We are happy to note that the awareness of this responsibility has been growing since independence... However, it has become necessary and urgent to adopt active measures to give a proper value orientation to education."

In their attempt to emphasize the need for character building of future citizens through value oriented education, the Commission was, in fact, supporting the concerns expressed by the earlier two important national Commissions on University Education and Secondary Education which had tried to draw the attention of educational and curriculum planners towards this growing need for value education at all stages of education. In their own way, the two Commissions had stressed on inculcation of religious and moral values in the learners. The successive recommendations found their place in the provisions of the National Policy on Education (1986) which clearly recommended: "Readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values." Education, being an attempt to affect all-round development of the young future citizens of the society, offers best opportunity for inculcation of values in them and for developing them into men of character. As stressed by Ramamurthy Committee(1990), "Education must provide a climate for the nurture of values both as a personalized set of values forming one's character and including necessarily social, cultural and national values so as to have a context and meaning for actions and decisions and in order to enable the persons to act with conviction and commitment", In fact, values bring quality to human life.

Quality, in human terms, has also been emphasised by Kornhauser (1996) who stresses that 'knowledge interwoven with values creates wisdom which should be the ultimate aim of education and this aim should not be allowed to be carried away by the more visible material well-being goal of education. In this connection, Richards(2001) observed, "if we look at the views of Gandhi in this regard, we find that he was also convinced that education without 'lofty conduct and morality' is dangerous and that 'society will only benefit from it, provided people, along with it, acquired truthful conduct and moral life'. He suggested that while education has to be vocationally oriented, at the same time, it should also promote an understanding of the meaning of life. So, in Gandhi's view, the primary objective of education goes beyond the view of those who insist that education should be prepare students for an occupation in life."

Strategies for value Education:-

Having agreed that for character building of the future citizens, education in moral values has to be organized in educational institutions the question arises as to what strategy should be followed to impart it in an effective manner so that men of high moral standards and sound character are developed in the educational institutions who shall have the potential to check the trend of value erosion in the society and also contribute to the development of a value-based society.

Talks or lectures given by teachers or other prominent persons on some values do not bring out any significant change in the values of the children. The method that is rarely used but which may have some effect is the personality development approach. In this case a large variety of activities is planned and the pupils are observed and guided (but not forced) and helped in the development of their personality, Similar views have been expressed by many educationists and curriculum planners. But as stated by Pandey (1999), despite the concerns expressed by educational theorists and the efforts of educational planners, value education is yet to reflect

itself truly in the Indian education system. Since it is relatively a new area, meaningful and effective strategies and modalities of its institutionalization are yet to be devised and adopted.

By its very nature, value education cannot be looked at as a course or subject to be taught and evaluated in a fixed time frame. It is also not a sphere of activity separate from the general ongoing educational activities. There cannot be an independent knowledge base of value education. It is neither possible nor desirable values. Value education should rather permeate the entire curriculum. Not only the content and teaching should be pervasively informed by its intervention but also value education should become an integral part of the entire educational process and environment. So, in the eyes of some educationists, the setting and practice of education is a more effective way to value inculcation. For example, democracy or equality as a value cannot be fostered in an authoritarian educational setting. Similarly, value of freedom or self-dependence cannot be instilled in an educational setting which favours heavy dependence of students on teachers. Values can best be transmitted through practice rather than mere instruction by teachers. Longstreth's (1997) work proved that most teachers, though they may differ on ways of inculcation of values, do not believe in planning for value education and they rather prefer to use examples and discussions for instilling values.

## 2. Teacher's Role

The primary responsibility of creating a conducive environment rests on the shoulders of the teacher, the kingpin in any educational institution, who directly comes into contact with students and translates the curriculum into action. Referring to the significance of teachers in this Endeavour, the Mudaliar Commission (1953) emphasized that school teachers can be infused with a high sense of their destiny only when they are made to realize that they are engaged in the making of better human beings and creating a better social order and not merely teaching a dull, prescribed syllabus. It would not be wrong to say that a nation is made great by its teachers. This happens when, besides being masters in their own disciplines and competent in communication skills, teachers are also men and women of character. They should be men and women of courage and conviction. They should possess and display qualities of leadership and the accepted norms of behavior. These views are also echoed in the Delors Commission (1996) which asserted, "It is the teacher whose role can help immensely in the inculcation of values. And that teachers great strength lies in the example they set, of curiosity, open mindedness, willingness to put their assumptions to test and to acknowledge mistakes, most of all, they must transmit a love of learning." Throughout history, teachers have played a role more profound and subtle than that of instructors. Bringing to their vocation a passion for ideas and values together with a love of children and an understanding of the process by which the seeds of motivation are sown, the profession has inspired millions of people to become everything from community activists to loving parent; from distinguished parents to valued leaders in every aspect of a society's life. It is imperative that we never lose sight of the teacher in this personal interfacing sense as the critical instrument in the educational process (Singh and Thakur 2002). This dictum of teacher's subtle role in inculcation of values has been found to be true at all levels of education which suggests that inculcation of values is a continuing process and its significance must not be underestimated at any level of education. This has very aptly been illustrated by the Hon'ble President of India, Dr. APJ Abdul Kalam (2003) in his address to the nation on the occasion of teacher's day this year based on his experiences of life. While recalling some of his most memorable encounters with his teachers, which later on proved vital turning points in his life, he paid rich tributes to those teachers in primary school as well as in higher education who had unimitatingly and untiringly tried to solve students learning problems and had always encouraged their spirit of enquiry and inquisitiveness to remain alive. He says that one of the three unique characteristics

for creating an enlightened human being is that the teacher becomes not only role model for the student in respect of learning but also for shaping his life with great dreams and aims. Every one of us would surely have similar kind of experiences imprinted on our minds during the days of our education and would have certainly received inspiration from our teachers of the type the President has referred to.

- 1 Commitment to task
- 2 Dedication to profession
- 3 Punctuality
- 4 Regularity
- 5 Modesty
- 6 Compassion
- 7 Appreciating students
- 8 Appreciating student's ideas
- 9 Non-discrimination among students on any ground
- 10 Fairness
- 11 Integrity
- 12 Tolerance
- 13 Quest for knowledge and acquiring it at depth
- 14 Obedience to authority and regulations
- 15 Self-discipline
- 16 Open-mindedness
- 17 Sense of responsibility
- 18 Spirit of enquiry
- 19 Cordiality in relationship with co-professionals
- 20 Concern for students particularly the challenged ones
- 21 Gender sensitivity
- 22 Sympathy
- 23 Empathy
- 24 Optimism
- 25 Cheerfulness
- 26 Respectfulness
- 27 Truthfulness
- 28 Patriotism
- 29 Concern for environment
- 30 Personal hygiene

Researchers have established that once a teacher is oriented to these values, then during the teaching-learning process in the classroom, his value orientation will get transmitted to his students.

#### **4. Grooming the Teacher**

The question that now arises is as to how these values can be inculcated in the teachers themselves and how they can be stimulated to observe them in their personal and professional life as a part of their behavior. The task is not an easy one, particularly, in the face of a general climate of deterioration prevailing in the society all around. To begin with, one obvious method would be to create such an ambience in the teacher training institutions which is conducive to the inculcation of these values among the prospective teachers. If trainee teachers are groomed in an institutional setting and climate which does not facilitate orientation and practice of these values or does not weigh these values as important ingredients of the entire teacher preparation

programme and of the teaching learning process, not many qualities of character would be imbibed by the future teachers in the course of their training. Obviously, teacher educators would themselves be required to live by these values and follow a role model so that they are able to exert a desired influence on the trainee teachers. In the existing scenario, particularly at the elementary education stage, in an effort to achieve targets of enrolment, retention and scholastic learning, a large number of such teachers are being appointed in schools who have never undergone proper training in any teacher education institution and have not been duly exposed to an ambience that is conducive to value inculcation. In these circumstances the process of value education is likely to be adversely affected. One needs to be conscious of this risk which is being created by the system. The individual teacher is not to be blamed if proper value inculcation in his students does not take place in this situation. This calls for the need of a proper training of teachers for sufficient duration where their desired value orientation can take place before their entry into the profession. Secondly, the climate of the institution where teachers would actually be performing their professional duties would need to be such as allows them autonomy in decision making and freedom of action. It all depends on the kind of relationship that the head of the school is able to build up with his teachers and the leadership style he chooses to follow to direct the teachers in their job. A head teacher, who believes in values of democracy and practices them in his day to day interactions with his colleagues, is likely to create a better and more conducive environment for teachers to follow the values listed earlier and present themselves as the role model for their students. However, besides environmental factors, some socio-economic factors associated with the profession and the morale of teachers will also determine the extent to which they will be able to observe various values in their professional disposition and play their role as models of good behaviour and character. For example, the kind of social status accorded to the teachers by the society, the economic rewards of their work, that is, remuneration and other benefits made available to them and facilities given to them to discharge their professional responsibilities, will contribute in motivating them to adhere to the values and norms of moral behavior.

### **5. Sustaining Teacher's Motivation**

In order to ensure that teachers play their role in value inculcation in students, one has also to think more realistically and consider them as human beings, living in the same social conditions as others and who are faced with many such problems as are confronted by others. The teachers, who for various administrative and personal reasons are facing a state of frustration and loss of interest in their work, need to be dealt with carefully by the administration so that their physical, intellectual, social, emotional and spiritual of personality are saved from getting affected and burnt-out. We may have many such teachers who till recently would have been enthusiastic, passionate and dedicated to their task and were role models for their students but now they suffer from disillusionment, despair and detachment due to lack of recognition and reward for their hard work, enthusiasm and educational accomplishments. In this situation, they would feel physically exhausted, intellectually slow, unfocussed and confused; socially irritable to others, withdrawn, aloof and less sympathetic to students' problems; emotionally defensive, distrustful and rigid; and spiritually dissatisfied with their work and sometimes even their personal and spiritual values may also be shaken. Such teachers will no longer be able to present themselves as role models to their students and hardly help generate an environment conducive to value inculcation. In these circumstances, the role of principal becomes very important. Through his interpersonal skills, he can provide social support, extrinsic and intrinsic motivation and autonomy to teachers and thus help in reducing substantially their disillusionment and stress and in bringing job-satisfaction to them (Brock and Grady 2000). Teachers who enjoy the support



and confidence of the principal, recognition and job-satisfaction are more likely to live by their values and strive for their inculcation in their students.

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