

REBUILDING THE CRUMBLLED CITADEL: THE ROLE OF EACHER EDUCATORS THROUGH VALUE EDUCATION

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Abstract

Value Education is wide gamut of learning and activities ranging from training physical health, mental hygiene etiquette and manners, appropriate social behaviour, civic rights and duties to aesthetic and even religious training. Value Education means developing a sense of humanism, a deep concern for the well being of others and the nation among children. Value Education includes developing the moral, cultural, spiritual and the ability to make proper value judgement and internalize them in one's life. It is essentially 'man making' and 'character building'. Right from the vedic period, the teachers are responsible for developing the knowledge and moulding the character of the students. Teachers are capable of opening the young mind to realize their abilities and capacities. They assume a new role of nation builders besides being experts in their subjects. The Chinese saying is, "the destiny of a nation is shaped within the four walls in the class room". It is really true that the students are shaped to the expected personality by teachers through their personalities and value instruction through each lesson of the prescribed curriculum. This paper aims to focus the role of teacher educators in rebuilding the crumbled citadel for national regeneration through value education.

Introduction

In this technological era, technological, scientific and industrial developments have revolutionized men's life on earth. The techno crafts and scientists are busy with solving the mysteries of space and cosmos. But in spite of success in all these fields, the common man is depressed, frustrated and doesn't feel happy. A man has a hierarchy of needs, which

comprises biological, intellectual, aesthetic, emotional and spiritual needs. Among these, biological needs such as the need for food, clothing, shelter and comfortable living are related to man's physical existence, where as the higher order of needs are to satisfy his soul values are the means through which a man can attain soul-satisfaction. This paper aims to focus the role of teacher educators in rebuilding the crumbled citadel for national regeneration through value education.

Values and Education

Values are the expressions of the inborn desire in a man for self realization as well as the inherent urge to seek higher level of fulfillment in life. Values are ideals, beliefs, moral or spiritual principles which are important to us and on which we base our living. Values are universal and eternal. It literally means that has a price, something precious and worthwhile, hence something one is ready to suffer and sacrifice for. According to Oxford dictionary, the term values means principles or standards of behaviour. Garden Allport defines values as a belief upon which man acts by preferences. To put it in a better way, "values are standards that indicate the general good deemed desirable for an organized life, also they provide the ultimate meaning for our behaviour in life (Bhandari 27)".

Education should help one to achieve perfection in work. Work is done effectively with a sense of social responsibility, giving secondary importance to personal benefits and with minimum scope for mistakes. The main aim of education should be to give proper knowledge and skill to carry on this work as beneficial to oneself and society. The various goals of education – development of human resources, creativity, commitment to human values and social justice, national cohesion, scientific temper and independence of mind and spirit, socialism, secularism democracy – are no more than educational expressions of our concept of the good life.

Value Education

Education related to values is defined as value education. Value Education is wide gamut of learning and activities ranging from training physical health, mental hygiene etiquette and manners, appropriate social behaviour, civic rights and duties to aesthetic and even religious training. Value Education means developing a sense of humanism, a deep concern for the well being of others and the nation among children.

The phrase "Value Education" refers to the study of development of essential values in pupils and practices suggested for the promotion of the same. Value Education includes developing the moral, cultural, spiritual and the ability to make proper value judgement and internalize them in one's life. It is essentially 'man making' and 'character building'.

Erosion of Values

Several educationists in India and abroad have stressed the importance of promoting values in education in the present age which is facing the crisis of character in the different spheres of life. In our day to day life, we find values are deteriorating. It is always the act of immortality that have sown the seeds of unhappiness, hatred, jealousy and enmity in the society. In the present context, we are creating younger generation that is neither Indian nor western, with the result that they find themselves in a dilemma. The main causes of erosion of values are: lack of respect for the sanctity of human life, breakdown of parental control of children in families, disregard for rules and regulations, crime and corruption, lack of respect for other people and property etc. We know today's children are tomorrow's citizens. Education is the solution for all types of the problems. The main object of the study is to inculcate moral and value based education in schools and colleges. Value erosion can be stopped only by moulding the minds of the young. In developing countries like India, Sri Lanka and others, education today is going through stresses and strains. It is a big social challenge for the entire society.

Role of Teacher

Right from the vedic period, the teachers are responsible for developing the knowledge and moulding the character of the students. Teachers are capable of opening the young mind to realize their abilities and capacities. They assume a new role of nation builders besides being experts in their subjects. The Chinese saying is, "the destiny of a nation is shaped within the four walls in the class room". It is really true that the students are shaped to the expected personality by teachers through their personalities and value instruction through each lesson of the prescribed curriculum. The good behaviour of the student towards co-student and towards the elder people, should be formed by the teachers not only through curricular activities, but also through co-curricular activities.

The role of a teacher today is that of a friend, philosopher and guide, while his prime responsibility rests in the restoration of the higher values of life among the present generation. A teacher can rebuild the crumbling citadel of spiritualism. The rise of science and technology has not only wasted the spiritual side of our life but also snatched away the finer sensibilities holding considerable thoughts in our hearts. It is important, therefore, that we, teachers, order our behaviour in accordance with the highest standards and ethics of our profession. This will contribute to the creation of a school climate that is conducive to the development of high values and ideals. Regarding our role as teachers, we have to follow certain general principles. They are:

- 1) Help to create an atmosphere of love, trust and security in the school.
- 2) Understand the child and its developmental characteristics and adapt our methods to them.
- 3) Relate value education to concrete situations.
- 4) Organise value education through a variety of co-curricular activities. Let children learn through living.
- 5) Use deliberate direct value education cautiously
- 6) Do not forget that whatever be the subject we teach, we function as a value educator tool.
- 7) Remember we influence our children with our total personality.
- 8) 'Example is better than precept'. It only means that we have to be honest in our dealings with students.
- 9) Make the children to do things after rational deliberation and thought. This is the essence of value education.

The students regard their teacher as their 'torch – bearer', who could lead them in the right way of life.

Importance of Value Education

Value Education is important to help everyone in improving the value system that he/she holds and put them to use. Value Education is the important part of education which develops the total personality of the students which in turn the personality of families and society. If we don't give the due importance to Value Education, we will create a harmful and valueless society full of criminals and animal like human beings. According to Swami Vivekananda, "the only value of knowledge is in the strengthening and the disciplining of the mind". Value Education will produce morally sound citizens which will result in morally sound India and thus we can build up our nation and make it stand erect in the developing world.

Objectives of the Value Education

- 1) Full development of child's personality in its physical mental and spiritual aspects.
- 2) Inculcation of good manners, responsibility and co-operative citizenship.
- 3) Developing respect for the individual and the society
- 4) Inculcation of a spirit of patriotism and national integration
- 5) Developing tolerance towards and understanding of different religious faiths.
- 6) Developing a democratic way of thinking and living
- 7) Developing the sense of human brotherhood.

- 8) Helping students to have faith in themselves.
- 9) Enabling students to make moral decisions on the basis of sound moral principles.
- 10) Honesty in work and dealing with others.

Scope for value Education

The development of proper values, attitudes, feelings and behaviour patterns which cut across all curricular experiences, instruction and otherwise, should be planned systematically and sincerely, implemented. The goal is “education for becoming” rather than the mere transmission of facts and information or the mechanic training of skills.

1. Value Education or education for becoming involves all three faculties of our personality – knowing, feeling and doing. The child should be made aware of the right values, to feel the proper emotions and internalize values in thought and deed.
2. Certain values have to be developed as habits in the child (eg) cleanliness, punctuality and truthfulness. The rational understanding of values could be transferred to the state when the child is able to reason adequately. Value Education should be related to the child’s psychological readiness and experiences.
3. At the early stages, value education should be provided through concrete activities and life situations. At the later stages, the students should develop a rational understanding of the values and internalize them in thought and action.

Values to be fostered through Education

Man exists not as a solitary individual living in a vacuum, but as an active member of a dynamic social group, society, nation and global community. The value education of a person should therefore, be related to the specific, social and cultural context in which he lives, and with reference to some universal and eternal standards, applicable to all mankind. The National Policy of Education says; “In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism (NCERT 680)”.

The values to be fostered through education are expressed in the concept of the common core in the NPE. The common core emphasizes instilling a nationality shared perception and values and creation of an ethos and value system in which a common identity may be strengthened.

The Process of Value Education

The development of values is by no means a simple matter. There is no magic formula, technique or strategy for the inculcation of values. In fact, the process of value

education is an extremely complicated process, influenced by a variety of hereditary and environmental factors. A few general truths about value education is noteworthy.

1. Value education in all its comprehensiveness involves developing a sensitivity to values, ability to choose the right values in accordance with one's conception of the highest ideals of life, internalizing them, realizing them in one's life and living in accordance with them. It is not, therefore, a time bound affair, but a lifelong quest.
2. Development of values is influenced by a complex network of environmental factors – home, peer group, community, the media and society at large. Education as a sub- system of society only reflects the existing social order, but in periods of crisis it has to assume a more creative role and work towards setting things right. Schools, therefore, have an important function in the value education of children.
3. Value education covers the entire domain of learning developing rational thinking, educating the emotions and training the will-the cognitive, affective and psychomotor domains.
4. Research in moral education has identified three distinct stages of development the pre moral stage when the child acts with a view to avoid punishment and obtain reward; the stage of conventional rule conformity, when child behaviour is determined in terms of avoidance of disapproval/ dislike of others; and the stage of moral autonomy when the child is guided in his behaviour by his conscience and the principle of respect for the right of others.

Sources of Value Education

The regular subjects of the school curriculum present themselves as potential reservoirs of values. Hidden in the structure and methodology of every discipline is a set of values, attitudes and dispositions which are characteristic of it. Science, for example, is associated with values such as free inquiry, commitment to truth and Mathematics with such qualities of mind as logical thinking, neatness and precision. In a similar way, literature is associated with its own distinctive value such as perfection. The correct teaching of a subject involves not only transmission of the information contained in the subject, but even more importantly inducing in the learner the qualities of mind and heart involved in the pursuit of that discipline.

Co-curricular activities are another important source for the development of values in children. The various clubs and associations, NCC, NSS, Boy Scouts and Girl Guides, Red Cross, sports and games provide opportunities for boys and girls to come together in the pursuit of common goals and ideals. Apart from developing their creativity and distinctive intellectual, social and cultural interests, students learn when they participate in these

activities the values of democratic living responsibility co-operation, tolerance and secularism. These activities provide experience in learning values through actual living.

The real atmosphere of the school often radiates values. Tagore and Gandhiji laid great stress on the creation of conducive atmosphere in educational institutions for the wholesome development of the child's personality. The school atmosphere may be described as the sum total of the influences generated by it, its setting, its traditions and ideals, the teachers, pupils and parents, in words, the ethos of the school. Where there is mutual respect, affection and love among all concerned students, parents, teachers and the community, values are induced in the children.

Approaches to Value Education

Value education can be provided directly, indirectly, or incidentally. Direct value education refers to deliberate, systematic instruction in values, in specially provided periods in the school time-table. In many states moral education is imparted in this manner. In this approach, the values to be inculcated are explained, discussed and illustrated through stories and fables, anecdotes, moral dilemmas and real life events. Indirectly, value education can be imparted through regular subjects of the school curriculum and co-curricular activities. Each approach has its strengths and weaknesses. They must be used judiciously always, bearing in mind the maturity level of the learner and the interplay of head and heart will be involved in the process of value inculcation.

Curricular Approach

This is an integrated approach where in the subject will not have individual identity. There will be separate syllabus and number of teaching hours for value education. Teachers should go through the curricular and text books of their respective subjects and find out situations which normally evoke value questions. The teacher should also try to get across the importance of these values in life through discussions, role play, problem solving or assignments.

Co-curricular Approach

Co-curricular activities can be well explained for the development of secular, moral and social values. Debates, story telling, essay writing, can be associated with the teaching of values. Dramas, songs, dances, participation in games can also be associated with value education.

Extracurricular Approach

Extra-curricular activities like organisation of social service, common celebration of different religious festivals in the schools will be helpful in developing some of these values.

Value Clarification Approach

Value clarification Pedagogy assumes that values are personal choices and it should be freely accepted or rejected by the students without any indoctrination. Under this approach the teacher utilizes various informal occasions to provide practical ideas leading to value clarification.

Value Analysis Approach:

Through this approach, the teacher can analyze the moral reason for accepting a particular value or rejecting a particular value by a student.

.Set of Values Approach

This method of approach says about the values which are told by great people of society for the individual happiness, development of the society through experiences.

Life Learning Approach:

In life learning approach, the basic educational aids are books, teachers, guides, set of classroom instructional materials etc. Under this theme some sets of cards on various life situations are given to pupils, to respond to critical and penetration situations like sensitivity, consequences, point of view.

Useful talks

There is a great general practice to arrange lectures interfering from classical literature like epics, stories, poems with abstract message, biographies etc. These also play a part in developing moral insights, since these have a potential to place the child in his own socio-cultural value set up with a classical base.

Reward and Punishment Approach

An important dimension of value education is, how to avoid developing obnoxious habits and how to achieve desirable behaviour? Most children have neither the mental capacity nor the maturity to conceptualize a long range value goal to begin with. Time moves slowly to them and therefore instead of being told the ultimate gain in the practice of values, Children should be given immediate reward on their success of a desirable behaviour. It will result in a pleasant consequence and act as a stimulus.

Reinforcement Approach

Some students seek to satisfy their psychological needs by accepted and respected in education by verbal reinforcement from seniors. Verbal reinforcement in value education should permeate the entire teacher student relationship. Any behaviour which is learned through reinforcement would be eliminated if the appreciation is withheld for long. Likewise

some behaviours would require to be discouraged and therefore it is necessary for the school to practice both reinforcing and reinforcing stimuli.

According to **Douglas Supreka**, there are eight approaches to value education. They are: Evocation, Inculcation, Awareness, Moral Reasoning, Analysis, Value Clarification, Commitment and The Union Approach. The Report of the UNESCO on Education for Affective Development has identified the following approaches that can be used for teaching values in character building activities. Telling, inculcating, persuading, modeling, role playing, stimulating, problem solving, discussing, studying biographies of great men, moralizing and value clarification are the different approaches recommended by UNESCO.

Conclusion

The school which is, 'a temple of moral values' promotes the values among the students. A man is known by his values. Education without vision is waste, education without values is crime and education without mission is life burden. Education in our life enables us to become comfortable and look after our family well. But so far as the social progress is concerned value based education is an unavoidable necessity. Hence value education can be enhanced in schools and colleges which will show good results in the society definitely. This will help us to produce morally sound citizens in sound India and thus we can build up our crumbled citadel to face the upcoming challenges and make it stand upright in the developing world. To conclude, without values our society will be good for nothing. Therefore, each part of our society such as family, school and society should do their roles with full responsibility to promote values among students.

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