



INTRICATE RELATIONSHIP BETWEEN VALUES AND TEACHER EDUCATION

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Abstract

The future years would critically analyse the last century in its various facets, aspects and accomplishments. It is too early in the time frame of history to pronounce judgments on the last 100 years. There will be very different approaches to list the achievements and failures whenever attempts to list these would be made. It is universally acceptable that much has happened in practically every realm of human endeavour and that too, at a much faster pace than any of the comparable time frames of the past. It has been a century of great achievements in scientific and technological sectors as well as in social, economic and cultural sectors. The teacher's comprehension should not extend only to transmitting information from a prescribed textbook to the children but in developing capabilities to evolve the curriculum from the surroundings itself at the primary stage of school education. In developing such an approach, the criticality of the need for value inculcation and emphasis on ethical and moral education should form an integral part of each and every unit and activity. Small stories from epics, mythologies and history suitable to the stage and linked to the value inculcation, would generate interest amongst the young learners, and could familiarise them with the cultural evolution and heritage.

Introduction

Value

Value' comes from the Latin word 'valere', which means to be of worth, to be strong. The dictionary gives the following meaning: relative worth utility or importance, degree of excellence, something intrinsically valuable. Value literally means something that has price, something precious, dear and worthwhile; hence something one is ready to suffer and sacrifice for; if necessary one is ready to die for it. Values are standards, rules, criteria, attitudes, guidelines, desirable ideas/beliefs and important things, which play a crucial role in shaping the life of individuals. Values give direction and firmness to life. They identify a person, giving him a name, a face and a character. Values means literally something that has a price, something precious, dear, worthwhile and hence something one is ready to suffer and sacrifice for, a reason to live and a reason to die for, if necessary, values give direction and firmness and bring to life the important dimensions of meaning. Hence they bring joy, satisfaction and peace to life.

Values are those standards or codes of conduct, which are conditioned by one's cultural tenants, guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by integrating his beliefs, ideas and attitudes with a view to realize the cherished ideals and aims or life. High values lead to objective, fair and correct decision and action and ensure the welfare of all concerned, while low value do exactly the opposite. Values are essential for the whole persons, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions.

Value is the relation between a person and an environmental situation, which evoke an appreciative response in their individual. The other complimentary function of value is, it should also contribute to the welfare of the larger social unit such as family, the community and the nation of which the individual is member. Value system contains

- I. a set of beliefs about nature of man
- II. rules laying down what ought and what ought not to be done
- III. Motives that incline us to choose the right and wrong course.

The most important problem of modern society is the theory of values. Values are more important because every human action is the reflection of individual value and every human institution is an outgrowth of social values. Axiology, a branch of philosophy, deals with the values. Values signify that quality of an individual or thing, which makes that individual or things important, responsible, and useful. Ethical and moral values are predominant in a given society where the right type of educational system is followed. Value is directly related to what one believes in or thinks. In brief we can also say that values deals with the religion, philosophy, ideology and morality of people. Values are not static; they may be changing according to the changes in the society but always they deal with the welfare of humanity. Values play a very important role in understanding others with love and sympathy and without hatred. Value is what an individual desires, likes or prefers. According to Milton Rockeach, "a value is an enduring belief – a specific mode of conduct or end state of existence that is personally or socially preferable".

Classification of Values

Personal Values: The principles and ideologies that a person follows in personal life.

Universal Values: Principles that all people across the planet are expected to adhere.



Human Values: Principles and ideologies that is basic to human nature to make their life smooth and happy.
Religious Values: Persons believe in a particular thought which is a guide for reasoning between good and bad.
Civic Values: Principles, which guide in the dos and don'ts of the citizens.
Moral Values: Principles and directives, which enables us to follow the correct and right path.
Spiritual Values: Principles, which gives directives to follow a faith in some philosophical thoughts.
National Values: Principles, which encourage a person to imbibe the feelings of patriotism and national integration.
Social Values: Principles and ideologies, which encourage us to live together.
Scientific values: Principles and directives which force us to test, analyze, verify inquire etc.

THE 20TH century is over. The future years would critically analyse the last century in its various facets, aspects and accomplishments. It is too early in the time frame of history to pronounce judgments on the last 100 years. There will be very different approaches to list the achievements and failures whenever attempts to list these would be made. It is universally acceptable that much has happened in practically every realm of human endeavour and that too, at a much faster pace than any of the comparable time frames of the past. It has been a century of great achievements in scientific and technological sectors as well as in social, economic and cultural sectors.

There is, however, much that has given hope and expectation to the human kind while welcoming the 21st century. The global upsurge for universal elementary education shall probably remain one of the outstanding contributions of the 20th century. Though not fully achieved, global efforts for the same have been considerable and comprehensive. In a world which is primarily torn between a few 'haves' and majority of 'have nots' in a highly disproportionate manner, tensions, diversities, inner- vision, violence, terrorism, consumerism and the like are creating a dreadful scenario. Education can be the only hope. Education can contribute immensely to a culture of peace, cohesion and collaboration. Twentieth century has given very clear signals to the human race that it must initiate all round efforts to achieve global peace as the only other alternative is in the annihilation of human race from the face of the earth.

Education for peace and for a culture of peace is being globally accepted and adopted by the nations, and more so by the education systems worldwide. The implications and imperatives need to be understood in right perspectives. In India, the social cohesion, adherence to moral and ethical values and commitment to the society have been the hallmarks of socio-cultural ethos. The need to sustain this ethos in the emerging context has been highlighted in the reports of various committees and commissions on education.

- I. Central and state governments should adopt measures to introduce education in moral and spiritual values on the lines recommended by the Secondary Education Commission and the Sri Prakasa Committee.
- II. Some periods should be set apart for moral instructions.
- III. The university departments in comparative religions should be concerned in the ways in which these values can be taught widely and effectively and also prepare literature for use by the students.

Value orientation as the main focus of education, should regard every single teacher as a teacher of value education and all subjects should be imbibed with value inculcation.

- It is necessary to liberate the child from the compulsive chains of prescribed curriculum and give the teacher and the learner freedom to evolve and develop curricula around their own situation in initial stages of school education utilising the national guidelines to maintain basic uniformity with pronounced flexibility.
- The hesitation in delineating strategies for value inculcation from religions through its various sources needs to be given up. Efforts to develop a sense of self esteem and pride in being an Indian and in the individual's own capability to respect other religions and their practices must be imbibed thoroughly and thoughtfully.
- A sense of belongingness must be developed amongst every individual learner by focusing on Indian contribution to world civilisation. It is high time that Indian contribution in areas like mathematics, sciences, maritime, medicine, trade, architecture, sculpture, establishment of institutions of learning is emphasised and made known to the learners to develop a sense of belongingness to the nation with respect and attachment to the past. That would give confidence for greater performance and achievement in future.
- Teacher preparation must ensure development of commitment amongst teachers. It is a tough proposition when most of the other sectors are influenced by self interests and material pursuits everywhere. However, teacher education needs to emphasise throughout in its programme that teachers alone can kindle the spirit of value-based growth and development and motivate other to lead their life with full commitment and adherence to common values as imbibed in the constitution of India.



With all the limitations, deficiencies and rigidities inherent in our educational system and functioning of the schools and other learning centres, transformation and overhaul of the system has to be achieved only through the combined efforts of the teachers and the communities. A value based approach must form the backbone of educational system and also the teacher education system. Effective and visible steps need to be launched by the teacher education institutions and motivated schools at the earliest. The multiplier effects would be tremendous.

Gandhiji's perceptions

TO GANDHIJI every individual human being was prominently significant and had the capacity to contribute immensely to the Society and humanity. He was concerned that we were being reduced to a state in which we were losing what was traditionally and culturally Indian, and were not able to acquire the new from the alien system. To him real education did not consist in packing the brain with information, facts and figures, or in passing examinations by reading prescribed number of books, but in developing the right character. The explorations and possibilities of non-violence would prove profitless without character.

Gandhiji's perceptions in education focus on moral values and ethics. They highlight the concepts of self-esteem for every individual. He firmly believed in practising what he preached. Essentially education must lead to internalisation of the obligation on the part of each human being to be noble in word, thought and deeds. In a plural society, it should also help the individual to celebrate the plurality and yet visualise inherent unity of values and a life of dedication to others.

One of the most familiar messages in Indian culture is the approach to strive for the betterment of all, the 'prayer' that 'let all people live happily in good health and cheer.' Nowhere else, such an evolved essence of the thought processes aimed at well being of the other, concretised before India.

Earlier Indian scriptures exhort everyone to serve others, sacrifice for others and serve the mankind. Such an approach if exposed to the children in school at an early age, is bound to leave lasting impressions, which would evolve in due course of time, as the children grow and face the world around them. In a global scenario of erosion of values, it would be difficult to have individuals in society who would strive to halt the process of value deterioration, unless and until schools produce young persons with the right aims and objectives of human life. This should also give clear indication of what should be the curriculum of education in years to come and how the same can contribute in developing the culture of peace within the communities, amongst religions, countries and eventually globally. The trend of focussing only on specified examination oriented subject areas needs to be discarded.

At the beginning of the second decade in 21st century, the education of future citizens needs to be redressed so that a better balance is achieved between Academic Excellence, Human values and Oral Perceptions. Since World War II the world has been a witness to a continuous and steady deterioration of values in Moral Standards all over the world. Braun, developer of World War II rockets as saying: "If the world's ethical standards fail to rise with the advance of our technological revolution, we shall perish". The whole country is experiencing massive erosion values. Political and Economic Corruption, Scandals and Scams, Antisocial and Anti-national Activities, etc., are on the rise all over the country.

When we look at the Modern Society we can visualize that degrading Violence, Exploitation, Political Corruption and Terrorism, the Armaments Race, the production of nuclear bombs, the ever-increasing Terrorism, and the Corruption in public life etc., are increasing day by day and this indicates that humanity seems to have lost its values. The application of scientific and technological knowledge to the comforts of man has reduced him to a mechanical being, resulting in degeneration of the value system.

The School Climate is important in creating an environment to develop the character. The character we form is very much influenced by the role models we choose. The school atmosphere, the Personality and behavior of the teachers and the facilities provided in the campus will have a large say in developing a sense of values. The School Assembly, the Curricular and Co-curricular activities, the celebration of festivals of all religions, Work experience, Team games, Subjects, clubs, and Social service programs can all help in indicating the values.

Education undoubtedly is one of the most powerful agencies molding the character and in determining the future of individuals and nations. Thus the whole realm of education is centered on the development of the moral aspect of man. Plato emphasized that educational effort should aim at the promotion of virtue. Herbert declared that the whole work of education, which is a long and complex training, should focus on one particular thing that could be summed up in the concept



“Morality”. Mahatma Gandhi states, “Education of heart, or Moral Education is the prime function to provide. If we succeed in building character of the individual, society will take care of itself”. According to Bertrand Russel the chief aim of education is the “formation of character.”

Philosophies Support Values

Idealism. Idealistic philosophy supports the moral aim as an ultimate aim in education. Identifying morality with the ready pursuit of the spiritual value called goodness or the quest after personal perfection and declaring that truth, beauty and goodness are the three absolutes inherent in the spiritual universe. The idealists conclude that education must lead the youth to the things that are true, honest, just, pure, and lovely and of good report

Reconstructionism. World society is in a state of crisis and if current practices are not reversed, civilization as we know it will come to an end.

Existentialism. The most important aim in education is considering a person as one who lives and makes decisions. Human existence and the value related to it is the primary factor in education.

Futurism. The aim of the futurists is to help prepare people to respond to change and make choices in an intelligent manner as mankind moves into the future.

Need of Human Values in the Society

Mahatma Gandhi stated several times that the following seven deadly sins are committed by an individual. They are wealth without work, pleasure without consciousness; knowledge without consciousness; commerce without morality; science without humanity; religion without sacrifice; and politics without principles; each of these perversions reflects lack of values. People with character, integrity and the right values are not for sale. They know that money will buy amusement, but not happiness; a bed, but not sleep, a clock, but not more time; companions, but not friend; finery, but not beauty; food, but not appetite; a house, but not a home; medicine but not health; and a ring, but not a marriage.

The present day educational system has ignored character training altogether. It lays greater emphasis on developing memorization and reproduction abilities. Development of values and the sense of one’s duty towards the nation, community and one’s self, and thinking skills do not find any place in the curriculum at any stage of education. As a consequence, there are explicit signs of erosion of values in practically every sphere of our life. Peace and harmony are conspicuously absent in the present day Indian Society. It takes place through encounter, experience, observation, relationship, reflection, doing and finally modifying behavior. The learner develops an attitude, a life decision and character. This influence’s the person’s behavior imparting a philosophy of life, a vision and a mission, thus developing” A Holistic View of Life”. Education is general and value education in particular occupies a prestigious place in the modern context of contemporary society. Education and values are inseparable. They are two sides of the same coin. Value oriented education has come into force to promote a sense of morality, aesthetic and intellectual knowledge among the students. Value education has the capacity to transform a diseased mind to a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a high end level of perception.

Today there is deterioration of values in the society. The values have been neglected not only at the social level but at the national level also. In the educational programmes only mental developments have been stressed. In the modern age, the aim of education is all round development of personality. In the present educational system, provision has been made for intellectual education by giving importance to intellectual development. Thus to be successful in life, important human qualities along with intellectual development should be the aim of value education. Value education is the positive effort towards bringing about a synthesis of different values in a human being. It is the teachers’ role to foster human values through his teaching in the classroom and follow those values. To the youth of today, the classroom messages are love, safety, security, belonging and warmth. Einstein remarked once: “try not to become a man of success but try to become a man of values.”

1.3.4 Development of Values through Education

To make the value aspect of our education programmes more prominent, the following ideas may be incorporated in the educational programmes.

- i. Developing self-respect, awareness of self-growth, one’s uniqueness, self-confidence.
- ii. Promoting selflessness, cooperative spirit, spirit of sharing.



- iii. Cultivating respect for property, one's own and that of other.
- iv. Understanding the contribution of home towards the physical, emotional, cultural and spiritual development of young people.
- v. Imparting clear direction on cleanliness, punctuality, use of refined language, courtesy, proper manner, respect for elders.
- vi. Knowing of surroundings –visiting slums, villages, hospitals, orphanages, old people's homes.
- vii. Becoming aware of the need of the others.
- viii. Promoting civic scene, awareness of oneself as a member of a community, civic duties.
- ix. Awareness of one's strength and weakness, and also those of others.
- x. Love of friends, classmates, and the not so fortunate.
- xi. Seeking to realize one's potentialities and talents, disciplined learning in academics, sports, cultivating the scientific temper.
- xii. Independent thinking, not blindly following others.
- xiii. Exposure to great personalities.
- xiv. Knowledge of the Constitution, rights, and duties.
- xv. Knowing the provision to promote human dignity and justice, patriotism, national integrity, international understanding.
- xvi. Protection of environment.
- xvii. Dissemination of cultural heritage.
- xviii. Modifying human behavior through values.
- xix. Knowing one's village/city, state, country.
- xx. Promotion of equality and justice for all the citizens.
- xxi. Prayer of various religions.
- xxii. Awareness of good point in other religions.
- xxiii. Appreciating the useful views of others and their cultural traditions.
- xxiv. Propagation of value philosophy.

1.3.5 Causes of the Values Crisis in Modern Society

Crisis is not so much intellectual but rather moral and spiritual. There is lack of development of sound moral vision among human being along with the scientific and technological development. Distortion of values is partially due to imbalance between ancient values and explosion of knowledge in war field technology. Atomic weapons, bio-weapon, explosives, missiles etc., are threatening the whole mankind. Developed countries possess all kinds of dreadful weapons and are trying to boss over all developed and underdeveloped countries. Today the entire mankind is living in the shade of fear. Man's very expense is at stake as he is indulging in wicked activities.

Prostitution, illegal marriages, broken home structure, divorce, etc., are also factors responsible for decline of values. Lack of mutual concern between parents at home, disaffection and lack of securities in families are other factors responsible for erosion of values. The role of home, school and society cannot be neglected in the degradation of values. Definitely the living styles of parents leave deep impression on the minds of children.

Imbibing Values through Curricular Activities

The task of the teacher is to contribute towards this process of fostering genuine values. Teachers often face the temptation to limit themselves to imparting information rather than preparing their pupils for life. The pressures of academic requirements often stifle the efforts of well meaning educators who struggle hard to fire their students with enthusiasm for higher ideals. Hence teachers in this challenging process of transmitting values are most warmly welcomed. Every subject can be means of building good character and values. Some examples are given below:

- a. Language: In language through conversation and discussion the teacher educator can enable students to embody higher and noble ideas.
- b. Social Sciences: Through social science in general we can develop values like secularism, socialism, hard work and democracy etc.
- c. Geography: Through geography we can develop values of conservation, preservation, adventure etc.
- d. Economics: Through economics a teacher can lay emphasis on the value of thrift and saving, which lead to the prosperity of a person.
- e. Civics: Through civics we can develop values of cooperation, sense of mutual welfare, obedience of law, concern for environment etc.



f. Science: Everything in nature has a lesson to teach. For example, we can say while blowing up a balloon, if person blows too much air into it, it will burst. Similarly if we are too greedy and acquire more material wealth sooner or later, we will have problems.

g. Mathematics: In mathematics there is a wide scope of imparting values like neatness, accuracy, proper planning etc.

Thus we can say that education and values go hand in hand and values are inherent in every module of learning; even co-curricular activities can serve as a sound base for the inculcation of values among students.

Value of Oneness: it is developed through celebration of birthdays of great men and women belonging to different countries and religions. Celebration of international days like UNO day, world education day, etc can considerably promote oneness of humanity and cultivate the ideas and feelings of international understanding in the students.

Role of Teachers in Inculcating Values

If contemporary education is to be value based it can never be done without the teachers themselves understanding, appreciating and upholding the life sustained moral values. The teacher cannot have excuse whatsoever. If one cannot practice these values, one should not dream of teaching a job. It is a mission and vision for life and for posterity. That is the kind of realization that should be created in present day teachers. The theoretical knowledge of virtue must be supplemented by adequate practice of good character, the school concepts like the school traditions, the tone of the school, co-ordination between staff and students, activities and opportunities provided by the school. Co-Curricular activities afford opportunities for the training of character. A set off moral and ethical value is internalized by him and form part of an enlightened conscience that acts as an internal control on his character. The institutes of Teacher Education should take responsibility to prepare their students to achieve these goals.

Teacher is supposed to be the ethical watchdog of the society. He is a role model for his students and also for the society. His secret of teaching values is to inspire and kindle the quest among the students by means of his own example of character and mastery of knowledge. It means by embodying values with ourselves we can really radiate values to our students. So a good teacher should possess a sound psychological knowledge of the different parts of the being, of the different qualities that come into play in various actions and the right laws of the development of personality in relation to the development of capacities and values of an integrated personality. It requires specific training for teachers before entering the profession.

Every teacher is first a moral education teacher and then only a teacher in a subject of his specialization. This is the most fundamental and basic requirement for the growth and development of morality among the children in any educational institution. Teachers have a responsibility to show themselves as models to children through their ideas and ideals. This will help children to develop their ego-ideal. Role of a teacher in organising co-curricular activities in school as a Planner, Leader, an Organiser, a Recorder and Evaluator, a Manager, a Decision Maker, an Advisor, a Motivator, a Communicator, and a Coordinator.

Considering Co-curricular activities a teacher has to make adjustment in the time table to provide for those activities encourage pupil participation and also provide guidance while participating, as an integral part of curriculum. Then these activities will have a wholesome effect and have great educational values too. All the co-curricular activities should be organized with a spirit of devotion. Thus by planning a coherent programmed on different activities, rich in stimuli will also be heightening their abilities of self-expression, preparation for vocation, sentiment of loyalty, organizing ability, creativity, constructiveness and maintain good relations between school and community. Without these activities the school will be no more than a teaching shop and the children no more than bookworms. He has to set an example by having the right attitudes to work. He has to inculcate in students the habit of punctuality and regularity. A Teacher should bring desirable and constructive changes in students through instruction, example and influence. School usually has an elaborate system of activities and learning experiences which in its totality is called curriculum. It is with the help of this that schools bring about modification of behaviour of their pupils in desired direction.

Importance of Moral Situation

Moral life cannot grow in a vacuum. It is relative throughout the environment in which it is nurtured. Moral laws and moral virtues vary considerably with different times and places. Hence, the moral aim in education keeps in view the inculcation of such moral virtues. One who has good attitudes and good reactions in a moral situation has good character, one who has bad attitudes and bad responses, reveals there by his bad character. Character is made up of our habitual attitudes and responses to hundreds of moral situations. If any good or right character is lacking, then the character is by so much imperfect.



Rationale for the Study

Many people feel, that there is, at present, a state of total chaos in society as far as values are concerned. However, a number of people do not share deep concern over the so-called deterioration of values. In the past, people were living in a protected and self-contained society. The fall in values in modern times is attributable to overemphasis on wealth, power and consumerism. The older generations have lost their sense of morality. Therefore the younger generation completely ignores the traditional values or even any ideal value system. Loss of leadership among the teachers is another manifestation of the deterioration of values in the modern society and People in an industrial society develop a growing sense of emphasis on individualism.

Does a student of this generation know Moral Values and to develop the ability of making conscious moral decisions? Do School Climate and Home Environment help to develop Moral Values among the students? This study attempts to ascertain the influence of Organizational Climate on the prevalence of Moral Values among the Higher Secondary students in Chennai city. Today, young people need help and guidance in the development of their values and value system more than ever before. The soul has not been given half of the care as much as is needed for its vital development. The development of the mind alone, without or with very little Moral and Spiritual development, has worked against human progress towards Love, Sympathy and Brotherhood. Where man's emotions and impulses are not refined, love and sympathy are not awakened. When fear of God has no place in man's heart, his knowledge and especially the knowledge of science becomes dangerous for the safety of humanity.

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