

THE IMPORTANCE OF VALUE EDUCATION & ROLE OF TEACHERS IN THE PRESENT SOCIETY FOR THE AUSPICIOUS AND PROSPEROUS FUTURE

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Abstract: *In 21st century in the context of achieve goals of education, value education ha became issue of permanent importance. The crisis of value is pervasive resulting on adverse development in all walks of life. Value crisis is not only a problem at the national level but it is also felt globally. Values are closely related with aims of education. Values are part and parcel of the philosophy. Hence aims of education naturally concerned with values. In the other word, value oriented education is very essential to live in the responsive society.*

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 behaviour 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 behaviour 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 behaviour as a teacher is all too important. We know that a teacher's entire behaviour, 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 behaviour in formal as well as informal settings.

Dalai Lama explains that “when educating the minds of our youth, we must not forget to educate their hearts.” The present paper is an attempt to state the role of teachers in value education in the present education system so that the future generations will nourish high ideals and values to contribute in the development of the society and the role of a teacher in imparting values.

Key Words: *Value, Value-based Education, Education, society, Role of Teacher.*

1. INTRODUCTION :

The mankind of society confronts or talks about value everyday and every single second whether in market, religious institution, educational institution and so on but none ready to use it in proper way. Nowadays we have been witnessed the erosion of values in every sphere of our life especially in politics, religion, education, business and so on (Kumar, R., & Sindhwani A. 2013). The acute crisis of values on such social institutions should be minimized as early as possible, among these the utmost priority should be given to education as only with education the masses of society are well connected and it is education through which easily we can spread the messages, information, and knowledge to society. If truth be told education is the vehicle of knowledge that helps you to learn social conduct, strength, character and self respect. Education is being considered as backbone and tool for the development of society as well as country as it provides knowledge, values, attitude, life skills that brings all round development of an individual. So such an important element of society remain valueless, today we see the erosion of values from the so called educated people who are more involved in corrupt practices, anti social activities, selfishness and so on. Every year millions of people earn degrees and become educated in several discipline but among them how many are sincere? Humanity is threatened, corruption, explosion are going on then what are the implications of such kinds of education in our society that's why value based education is urgently needed and here the context and relevance of value oriented education is entrusted.

2. CONCEPT OF VALUES :

Values have many meaning that can be interpreted differently by different viewpoints. The word value is first coined by Friedrich Nietzsche in 1880. Etymologically, the term 'value' derived from the Latin word 'valere' refers to something precious, worthwhile and dearness. But now the term value is being changed into other meaning related to the standard of life. It is now considered as the bundle of good qualities which the human being holds in their life to be

a civilized being. It is quite popular with human being in fact this days value became integral part of our life which lead an individual to distinguish between wrong and right, good and bad deed. This is why it is considered as the guiding principles of life. Hence, we cannot dream for a polite society without value. Values are those which helps to make a well being society and works for social benefit by acquiring trainings, life skills, attitude and so on. More comprehensively it is something which is socially preferred. Even, the social development is wholly responsible to values. Simply, it is a set of guiding principles that make influence in our character, conduct and attitude.

3. CONCEPT OF VALUE-BASED EDUCATION :

Value based education or value oriented education is that planned education which aimed to keep value in education system or curriculum for the betterment of society. In this organized education the effort is made to incorporate value in education system or curriculum for development of emotions, values, skills and proper attitudes of the students for their holistic development. The value based education accelerates to move towards certain profession even through it we can meet our real purposes of life. It is a teaching learning method that enables one individual to develop positive human values for the holistic life. If we could incorporate in our school curricula, then it could bring radical changes in attitude, behaviour of people positively. The importance of value based education was felt by several educationists and social reformers such as, Dr. Radhakrishnan, Dr. Kothari, Mahatma Gandhi, and Dr. A. P. J. Abdul Kalam and so on.

4. IMPORTANCE OF VALUE EDUCATION :

In the context of social changes education is not only to impart information and to teach skills to the students but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. This is necessary for the realization of our national objectives of building a democratic and just social order based on equality, social justice, fraternity and freedom. We know that India was a very rich country in cultural heritage and spiritual aspects. But now it has become a nation of violence, terrorism, extremism, corruption etc. To remove all these from our society value oriented education is highly needed.

In the current times, Teachers concentrate on imparting technical education to their students so that the increasing needs of the information technology (IT) industry are met with the students. Success is perceived in terms of equipping students with scientific and technical knowledge rather than in developing human beings who possess a sound understanding of good human values. Education is not just about learning skills (how to) but also about the ability to decide on what (what to do?) and why (why to do?). It should lead to the development of critical ability in students towards distinguishing between essence and form, or between what is of value and what is superficial in life. It should develop their understanding which is a pre-requisite for a movement from a rule based society to a relationship based society. Developing the right understanding about oneself and the rest of reality through self-exploration and realization of the inherent co- existence, harmony and self-regulation at various levels of existence is seen to be the real basis of imbibing universal human values and ethical human conduct. This is what will affect transformation towards a holistic worldview (human consciousness) which happens to be the prime purpose of value education.

Values are a set of desirable behaviour which is good for the individual and also the society. Values are not taught, lectured about or professed, they are only demonstrated. The parents and teachers make maximum impact on the personality of an individual in the formative years of life which remains all through the life.

In order to train students on importance of good human values, educational institutions such as school, colleges and universities need good teachers and mentors who can serve as role models. Training of teachers is an extremely important pre-requisite for implementation of any value education program in any institution. Just as for a course on engineering design, it is important that the teacher himself should be a good designer, it is even more important that a teacher involved in value education is himself a value driven person. Teachers of value education have necessarily to be role models for their students.

5. REASON BEHIND THE EROSION OF VALUES:

Let's have brief discussion on probable causes or reasons in behind of deterioration of human values:

5.1 Lack of Morality:

Lack of morality among might be a reason of value degrading, people are less concern about morality, and even they cannot judge what is right and wrong for them. So there should be specific moral vision for human being.

5.2 Lack of leadership quality:

The inadequate leadership quality among the teachers is another reason of value deterioration. There should be proper place to impart the required leadership styles so that they can lead upcoming youths of nations.

5.3 Lack of honesty:

People are not honest more they are using religion as their own property, there is no place of ideals and truth. Highest priority is given on wealth and power, no respect of human relations.

5.4 Inadequate inclusion of ethics in syllabus:

The matter of ethics is not given priority in academic syllabi. People learn a matter or topic over the academic session but do not know the practical application or utilization. As a result, educated youths become unemployed and seek for job.

5.5 Lack of co-scholastic activities in schools

There should be arrangement of co-scholastic activities in schools; such activities can enhance student's life. Schools should organize debate, games and sports, literary activities so that social problems can be discussed.

6. STRATEGIES OF FOSTERING VALUES :

Value can be fostered in different ways and different forms, researchers as well as value educators gave their own view but perhaps most useful or appropriate technique is through curriculum as it is the easiest way to connect with their hearts. Below few techniques are mentioned, these are as follows:

6.1. Curriculum for value:

It has seen few curriculums are biased towards particular religion, it can break unity in diversity of India therefore there should not be place of religious education for fostering values among people and it should be unambiguous. In the educational curriculum different subject has different implications for student's real life. For instance, for developing cultural values literature subject can be an effective medium. For fostering social, moral, spiritual, ethical and national values among Indian citizens inclusion of different subjects can play vital role. Adequate inclusion of science in school curricula will teach them to live with scientific attitude and examining every experience. To make the students as a logical thinker mathematics subject is adequate. And social science subjects make the students aware towards social problems and different issues relating to child right, women empowerment, ST, SC, minority issues and so on. The NCF 2005 felt the importance of subjects in fostering values and stressed on changes in the areas of language, mathematics, science and social sciences with a view to make education more relevant to the present day and future needs. Further, NPE 1986 suggested including the elements of constitutional obligations, history of Indian independence and national identity, as it will bring positive changes in national values. The national values integration, secularism, equality, democracy, cultural heritage preservation can be met to people only after imparting history of Indian independence and national identity.

6.2. Co-curricular activities for values:

The schools can take the initiative to organize or arrange to involve the students in writing biographies, story, essay, articles, and debate and so on. Further different can be performed in schools such as, eradication of social evil awareness, environmental awareness, AIDS prevention awareness, and so on. For fostering values among students dramatization, music, sports and games can be organized as these are the highest form of fostering values. Furthermore, apart from curricular and co-curricular many more activities can be performed for fostering values, group oriented technique can be performed where healthy development among the students will takes place and leading them to be prepared for playing social role. Incidental method can be most effective way for fostering values as incident is experience for an individual generally incidental is pre planed or suppose to be happen this will enable the students in identifying right or wrong action in their life.

6.3. Inculcating peace of mind:

Peace of mind is a key position of brain to think right and to do right. It can be cited that Mark Richardson rightly asserted that "Peace of mind produces right values, right values produce right thoughts. Right thoughts produce right actions."

7. ROLE OF TEACHERS IN IMPARTING VALUE EDUCATION :

The "Learned teachers "are like **sign posts in the road**, to tell you where the road leads to.

- The Teacher should help the students. achieve their full potential and bring out the best in them.
- Be able to lead them towards a better tomorrow.
- Most important of all must be loving and sincere!

Isn't imparting values the responsibility of parents? Yes, it is. But teachers and schools play a big role too.

- 1) Students spend more time in campus.
- 2) Campus forms the Bridge between Home and the Society.
- 3) It is in Schools and later in the Colleges that students learn how to behave in the society.
- 4) It is in schools and colleges that a good value system can be nurtured.

“A teacher’s purpose is not to create students in his own image, but to develop students who can create their own image”

Teachers are a role-model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. Teacher makes a maximum impact on the personality of a student in the formative years. Students imbibe virtues and vices knowingly and unknowingly from these role models. Teachers demonstrate the appropriate behaviour of their students by their actions.

Teachers must have healthy attitude and should possess rich values. Teaching is all about attitude positive / negative towards their job of imparting quality education. Teacher should act as a friend, philosopher and guide. A teacher is not only a source of information but is also a mentor and guardian. Forth is teacher must respect the teaching profession, love her subjects and students, Students will seek inspiration from teachers who have high self-esteem.

A decade back or so the role of a teacher was limited to being a source of information. But today this place is shared by books, coaching classes, multimedia technology etc. So the role of a teacher is marginalized. Role of a teacher has increased manifold. In modern times we are experiencing transition. A teacher can maintain values and nurture them. A teacher has an immense potential of bringing about a sea change in the society by demonstrating essential values of head and heart. Teacher can impart values in students by giving them instructions through discussion, experimentation and lectures and by the following mentioned ways:

- Teachers can maintain a **case-study register** to closely observe the students and note down the positive and negative traits of their personality.
- By organizing **cultural and sports events** values like team spirit, sharing, spirit of cooperation, patience, courtesy etc. can be imparted.
- National and religious festivals must be celebrated to foster a feeling of homogeneity.
- “Thought for the Day” should be employed in assemblies. Moral thoughts trigger in them moral thinking.
- Teachers should give importance to cooperative learning.
- Skits, role plays propagating moral values can be performed by students under the guidance of teacher.
- Teacher must tell the students to go to the libraries- the treasure house of knowledge.
- Teacher must explain the students the importance of meditation & yoga practices.
- Impart knowledge of foreign languages to make them know different cultures.
- Organize games, excursions, visits to places of historical importance. Club activities like nature club, literary club, wildlife prevention club, social service camps, blood donation etc.
- Suicidal tendencies in students should be cured. They must be prepared by the teacher to face the challenges of life fearlessly and with courage.

8. CONCLUSION :

In our day to day life we are talking about value but till today we could not perceive actual value instead all are proceeding towards negative values which led men in getting more and more without investing and as a result there is no peace in mind. Consequently restlessness, dishonesty, immorality, and corruption are intensifying day by day. To address these challenges value based education is imitable and has a crucial place in the betterment of society as well as nation. So keeping on view the value based education certain educational policy, curricula, syllabi should be framed. While framing value based curriculum responsibility, co-operation, peace, respect, honest, humility should be incorporated but entire process must be completed under the supervision of expert teacher and the teacher and learner must be humble and cooperate each other and work each other. Value based education has the potentiality to renovate a diseased mind into a fresh, healthy and attentive mind. The educational philosophy of the great philosopher, educationist and Yogi Swami Vivekananda that are ‘Man making’ and ‘character building’ inspiration was none other than value based education. It must be mentioned here that the value spreaders or preachers who are considered as value educators must be concern on universal ideals of love, respect, empathy, co-operation, peace and so on. The responsibility of fostering values among the people should not be confined by single education system and value educators rather the stake holders, institutions, individuals must be endeavour to bring wellbeing in our society and make auspicious and prosperous future.

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