

Value Oriented Education: A Conceptual Focus



Education

KEYWORDS: Value education, Teacher, Teacher educator.

Dr. (Mrs.) Vipinder Nagra

Assistant Professor, D.A.V. College of Education, Hoshiarpur.

ABSTRACT

Increasing cut throat competition all over the globe has created an environment that is characterized with disharmony, unrest, violence, intolerance and apathy. This is leading to continuous erosion of values. The reason to this value crisis is our modern system of education which although inculcates a lot of knowledge, ability and all types of efficiency but fails to develop values like compassion, respect for others, truth, humility, simplicity, honesty, freedom, forgiveness, care, tolerance, patience, happiness, cooperation, peace and love amongst the students. The role of teacher becomes more pertinent in inculcating the values in the children. But ultimately the ideas will work out only if one who has to educate others for values-be it a teacher educator, teacher, mother, father, or anybody else- has to first of all manifest those values within oneself.

Since time immemorial human race has witnessed an endless quest for power and supremacy. This quest has become even more critical in the new millennium owing to the challenges being posed by privatization and globalization all over the world. As a result a cut throat competition has embarked upon engulfing all the sections of the society. People all over the globe are experiencing a state of unrest, discontent, disharmony, lack of understanding, intolerance, pervasive violence, brutality, and apathy. Life has become more and more irreligious, egoistic, and self-seeking leading to a state that is very much apparent of value crisis. The perilous value crisis has dawned upon all the nations and has sent the world reeling. Thus, in the wake of continuous erosion of values it has become imperative to contemplate our attention towards value inculcation and to act logically; otherwise the whole system will collapse very soon.

The reason for this magnitude of value crisis is attributed to the modern system of education, which although inculcates a lot of knowledge, ability and all types of efficiency but fails to develop values like compassion, respect for others, truth, humility, simplicity, honesty, freedom, forgiveness, care, tolerance, patience, happiness, cooperation, peace and love amongst the students. Even the curriculum which is being taught in the schools and colleges fails to cultivate and inculcate the faculties and powers pertaining to reasoning, ethics and aesthetics in the light of values (Truth, Beauty and Goodness). It also fails to foster the true spirit of peace, harmony and world unity. The theoretical concepts in the contents generally lack reality and create more of false appearances and illusions in the minds of pupils. The need is to enhance the educational system which can help tap the talents hidden like treasures in every individual.

In this whole system of teaching and learning the role of teachers as communicators becomes more pertinent in sensitizing the pupils towards values. It is well known fact that as is the teacher so are the students. Teacher is the role model for all the pupils who come in his/her contact directly or indirectly. S/he can imbibe in his/her students the literal depth of values. Teacher can use his/her imagination to develop new ways of developing values in their pupils. But before that the teacher himself/herself has to be value oriented. S/he has to be an ideal teacher whose own life is a beacon light of values can lead in the right direction. Only then they can act as catalysts in promoting and internalizing the values in their pupils.

It is high time for the teachers to realise that their role is no longer just limited to as nation builders but as builders of international community. They have to act according to the present needs of the learner and society. The teacher has to create secular classroom environment for the learner so as to keep them away from religious fanaticism. S/he has to demonstrate the essential values such as optimism, motivation, willingness to learn

and teach, truth, non violence, never to speak and think ill of others, creativity and ability to demonstrate unconditioned love etc. among the pupils. Besides this s/he must bring an attitude change amongst the students by:

- developing in student's appreciation of importance of cooperative living.
- developing an atmosphere of social confidence, hope and securities.
- developing an understanding and skills for corporate feeling and feeling of social purpose.
- developing in student's the idea of unity by guarding against separatist tendencies of language, religion and province.
- developing insight and skill for the functioning of group activities and social services for the welfare of the community at large.

Apart from these practices, s/he can adopt certain methods of teaching values and morals through indirect ways. The teacher can also follow the following principles:

- Exploration: Explore new dimensions that generate realistic ideas, opinions, feelings, thoughts, and experiences, through activities or discussions.
- Example: Examples can be quoted to clarify the values, or story can be narrated to exemplify the characters in the story, or through real people from history, or from the community.
- Explanation: Explanation through discussions, or by providing plenty of opportunities to express their opinions and feelings, by asking questions, and by realizing the values and not just memorizing it.
- Exhortation: Exhortation means encouraging and inspiring not just the mind but also the heart. The pupils have to be encouraged to think, reason out the values that are the way of life. This can be through teaching, story telling, discussions, narrations, dramas etc.
- Environment: A really important criterion which has to be followed to provide the maximum to the pupils. A congenial school, family or social environment can encourage pupils about the real values of life.
- Experience: Experience can be gained by providing ample opportunities to the children; they should be allowed to learn from the mistakes they commit. The situations provided to them should be real, relevant and related to the child's own life.
- Enjoy: One of the important criteria for making the child learn about values is enjoyment. The child can learn better when he enjoys the work he has been assigned. Anything related with fun will bring out desirable changes in them.

Therefore, instead of telling or preaching the pupils about values the teacher can create situations and allow pupils to decide what is right and what is wrong?, what consequences lead to the situation?, what must be done to avoid the ill consequences? etc. S/he can adopt the method of story telling, dramatization, simulation, drawing and painting, music, songs, discussions, demonstrations, brain storming, problem solving, narrating biographies of great men, watching movies/pictures, reasoning etc. for sensitizing them with values. In all, a value based, harmonious class room environment can do wonders. It can generate a feeling of being safe, in giving their opinions, in developing a sense of unity by sharing, can become confident, relaxed, respected, tolerant, patient and comfortable. If this approach is practiced daily then values can become a natural and spontaneous part of behaviour of the child.

For creating a value based learning environment the teachers themselves have to be properly educated and trained. They have to develop clear and accurate perception of their own attitudes and behaviour. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities. In pursuing for value orientation the role of teacher educators also becomes obvious as they are the role models for the future teachers. It is the teacher educator who can ensure that the pupil teachers internalize the values in themselves and their pupils. In this regard the role of teacher training institutions cannot be ignored either. They must provide necessary support services to the teacher educators in relation to value education. For this they should be enriched through professional development courses, seminars and workshops related with value education. They should also be provided with suitable class room material, methods, teaching models and educational content. Even in some instances, teacher can develop their own materials also.

It has to be stressed that only formal education is not sufficient to form a value oriented class room environment or society. It

has to be carried along with other modes of education i.e., informal and non formal education including family. Family is the stepping-stone for the individual to face the huge world outside. It is a basic unit which is based on relationships as these relationships depend greatly on intrinsic factors such as understanding, appreciation, integrity and attitude. Home/family is the first school of the child and his/her parents are the innate teachers. It is the parents who act as role models and have the power to nourish the values at the grass root level. The child imbibes mainly those values which their parents usually pose before them or teach them. It is only afterwards that they are refined by the teacher. So we need education, which restores faith in this sacred institution, as today in the family situation there exist barriers because of lack of trust, understanding and love. For removing these barriers we must adopt positive approach through mode like understanding individuality, appreciation of others strength and talents, honesty in dealings, allowing for the development of others, developing a loveful attitude. Along with family, help from governmental and non governmental bodies can also be sought to generate a value based environment in the society.

In the whole gamut, the things starting right from the teacher educator have to be arranged and revived so that a powerful force can be generated that will bring changes in everybody's behaviour in a harmonious way to establish a value oriented world. But ultimately the ideas will work out only if one who has to educate others for values-be it a teacher educator, teacher, mother, father, or anybody else- has to first of all manifest those values within oneself. Because what one is, feels or does with oneself is projected outwardly and that influences the world outside. For all this to happen in authentic way an attitudinal change is desired that values are important for living a healthy and peaceful life. We all have to put our heads, hands, and hearts together to achieve our noble goals for the good of all humans in the whole world.

REFERENCE

- Khan, S.H. (2013). Value Crisis among Our Youth and Value Oriented Education. *EduTracks*, 13(1), 9-13. | Mondal, A. & Mete, J. (2014). Value Oriented Education in India: The Policy Perspective. *University News*, 51(52), 9-14. | Pathania, A. (2011). Teachers' Role in Quality Enhancement and Value Education. *Academe*, 14(1), 19-26. | Sharma, J.N. (2003). *Value Education in Indian Schools: Experiences and Strategies of Implementation*, NCERT, New Delhi. |