



Need for Development of Teacher Readiness Skills in Imparting Value Education to Children

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ABSTRACT

Teachers light the lamp of knowledge in the minds of learners, thus their status reflects the socio-economic status of the nation. In today's 'learning society', they are the torchbearers of the nation's educational progress. The teacher has his Swadharma, his chosen duty is the spread of knowledge and his life is devoted to the aim of bringing betterment in the life of the pupil. The teacher acts as a role model and steps in where the parent stops. The teacher is responsible for providing nourishment to the mind of the learner through the process of teaching. The teaching process is aimed at the wholesome development of the learner, thus the present paper discusses about the need for teacher training in imparting value education, an important but often neglected area of educational development of a child.

KEYWORDS

Data Mining, Knowledge Extraction, Prediction.

Introduction

Today the modern society has awakened to the need of 'education for all'. Due to which more and more learners with diverse needs are enrolling into the schools, thereby creating a heightened need for teacher recruitment. But the problem lies in the very nature of education being imparted to the learners. Unlike the educational system in ancient India which had its basis in spirituality, the present day educational system lacks any moral or spiritual basis (Venkataiah, 2007). The education of today is like a gymnasium for training the body and mind in achieving pursuits of academic excellence which in turn help the learner to land better vocational opportunities, but it hardly touches life of the pupil. The result is that man is slowly degenerating into an automation that has a materialistic attitude, aimed at self fulfillment, enjoying good standard of living, amassing wealth for their own selves, thus developing into beings, who have

no respect for culture, traditions, values and morals. The advancements in technology coupled with the changing social order all have contributed to the rise of feelings of globalization, the world as a global village and interdependence, but at the same time the effects of this modernization can be seen in rapid value erosion in the human society, lack of understanding of values and morals especially among the youth. This is when the role of the teacher comes. The teacher is the core of the educational process.

Values

Values are similar to attitudes but are more ingrained, permanent and stable in nature and in turn influence our attitudes. At a more concrete level these can be considered as principles which guide a person's desires, feelings, and actions. Values mean different things to different people. Value means something that is dear, precious and of worth, something which has the sense of justice. Values are said to have two meanings: an etymological meaning and a philosophical meaning. *Etymological meaning* states that value signifies quality of an individual, thing which makes it more precious, more respected and having utility. *Philosophical meaning* states that value is a thought process or a point of view, anything which is useful to an individual becomes valuable to him but may be useless to another.

Value Education

India is a land of sages, it is a holy land, the main ideals of the people of India have always been quest for spirituality and selfless service, the secret of a true Hindu character lies in the subordination of his knowledge of European sciences and

learning, of his wealth, position and name to that one principal theme, which is inborn in every Hindu child-the spirituality and the purity of race (Swami Vivekananda), but in this modern era of globalization and rise in

materialistic culture, we are witnessing a slow but steady degradation of values, erosion of culture and prevalence of disharmony. Social and political changes are introducing tyranny, dictatorship and overall loss of intrinsic and extrinsic values. Thus, value oriented education needs to be propagated in the present times more than ever due to the crises faced as a result of erosion of values, moral degradation of society

Educational: A Tripolar Process

Education is a tripolar process, having the 'Learner', 'Teacher' and the 'teaching learning process' as the three poles. The teacher is the core of the educational process (Chitkara, 2007). A good teacher needs a good curriculum and good teaching learning material to impart good education. Hence there is an increased need for appropriate teaching materials to impart value education to children. Appropriate teaching learning materials make the task of the teacher effective and help to capture the attention of the learners.

Role of teachers in Vedic Period

During the Vedic Period the teacher was the guru. He did not receive any money for imparting education. In this period, education had an idealistic form, in which the teachers (Acharyas) laid stress upon worship of God, religiousness, spirituality, formation of character, development of personality, creation of an aptitude for the development of culture, nation and society. These educational objectives helped the individual to achieve spiritual development.

'Gurukul' system of education prevailed in which the student lived in the house of the Guru, led a celibate life and obtained education. The process of education had three stages of comprehension: **meditation, memory, and nidhi-dhyaasana**. The teacher's duty was to impart value education and to promote moral awareness of the pupils. The teacher trained them to lead a

disciplined, spiritual life while having full control on the senses thus achieving a harmony between brain-body-mind.

Imparting value education in the Vedic educational system

Teachers were themselves living exemplary models for their students (Shukla, 2004). The teaching medium was oral (*shruti*) and the students assimilated what the guru had commu-

nicated. Disciples had to lead a life of celibacy (Brahmachari) and thus taught self control. The Guru was given the status of God and his instructions were strictly followed by the pupils. The teacher enjoyed an authoritarian position but he gave individualized instructions to pupils based on their capabilities and interests. The learners also begged for alms, in order to learn humility. The Value education imparted in the Vedic period was as follows:

- Brotherhood of Man and Fatherhood of God
- Control of the senses
- Anger, amusement, pride, jealousy kept away
- Cooperation
- Devotion to Guru
- Faith
- Truthfulness
- Trust
- Discipline
- Regularity
- Non-violence
- Tolerance
- Good behavior

All these led to the moral upliftment of the pupil and the period was marked with the practical training for character building and moral upliftment. As the educational system was based on spirituality and Godliness, hence a separate curriculum for imparting value education was not needed and value teaching permeated the entire curriculum. The ancient educator had his forest university, chanting and memorization was the basis of education, systematic discourses and discussions were carried out and austerity was his sheet anchor (Swami Chidbhavananda). Attention was thus paid to the way of life which was highly rooted in spirituality and idealistic philosophies where God was considered the supreme truth and universal value which always remained unchanged. Curriculum prescribed in those days was dominated by Vedic literature, historical studies, discourses on Puranas, knowledge of the Vedas. The educational objectives given during the Vedic period as stated in the *Manusmriti* were:

- o Self control
- o Character development
- o Social awareness, sociability
- o Personality development
- o Purity and moral conduct
- o Preservation of knowledge and culture

The merits of this educational system were that it helped to imbibe values in the lives of all the students without using a separate value education curriculum. The teachers imparted education to all without any discrimination and conscious development of the child's character took place.

Role of teachers in 21st century

The teacher in the 21st century has to be an all rounder and is thus equipped with the following skills or qualities;

Communicator: as the teacher needs to communicate with various stakeholders like parents, teachers, therapists, children etc, he/she should be a good communicator and should be able to convey the meaning without any mistakes or false understandings.

Organizer: a teacher should be able to organize the learning process of the child and make understanding of concepts easy and clear.

Manager: the teacher should be able to manage the resources available in and around the society so that everything is utilized and community resources are fully used.

Leader: the present day teacher has to be a good leader, who uses authority yet gives flexibility to the learning process, hence he /she does not seem to be strict, neither too lenient.

Facilitator: the present day teacher has to be a facilitator of knowledge, so that the child learns on his own yet is constantly encouraged by the teacher to learn. He/ she has to be the directress of the learning process yet not interfere in the actual learning process of the child and allow the child to construct his own meaning.

Reasons for erosion of values in the 21st century:

The modern times are marked by rapid degradation and erosion of values in the society. The possible reasons can be as follows:

Role of mass media and information technology- the modern era is marked by the revolution in science and technology, everyone now has access to mobiles and laptops. The changing means of mass media has infiltrated the lives of the common man and propagated a culture of materialism and virtual socialization which has negatively impacted the value system.

Western system of education- the Britishers introduced a system of education which was devoid of all morals and was simply aiming at producing intellectuals who would help them to run the state machinery, in other words educated Indians who had American tastes. Thus the very system of mass education, equal education to all and education based on ideals of naturalism, idealism and pragmatism, got replaced by education being provided within the four walls of a classroom, expensive education which focused not on development of the complete man rather a literate man who was well versed in the 3 Rs but was devoid of any knowledge of values

Materialism and rise of materialistic culture- rising materialism and materialistic culture of the modern era is affecting the very ideals of spirituality and self less service which our Nation stands for.

Social changes- the changes in the social organization, structure, function, order etc are all affecting the values and ideals passed from generation to generation.

Lack of trained teachers- it is seen that unlike ancient India, today's educators lack the basic knowledge of values and hence are unable to teach values to children. They need training in knowledge of values, imparting of value education, so that they may be able to enrich the lives of children in totality and help them to become complete human beings

who have the knowledge of values, can identify values, discriminate between right and wrong, good and bad and thus make correct and informed decisions.

Conclusion

Thus in order to promote a complete and holistic development of the learner, the knowledge of values and the ability to transact value education curriculum along with teaching of other subjects, curricular and co curricular areas is very important, hence training in imparting value education to children should be an integral part of teacher training programs and course curriculums in pre service teacher training. This will ensure:

- Wholesome and holistic development of the learner
- Better teaching ability of the teacher

It will lead to the progress of the learners and ultimately, the progress of the Nation. As the young generations is the future of the country.

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