

THE ROLE OF TEACHERS IN PRESENT DAY SOCIETY ON VALUE EDUCATION

Dr. Amal Kumar Sarkar

Abstract

In the words of Wuchohn, "Value is a conception, implicit distinctive of an individual or characteristic which influence the selection, from available modes and ends of action." A value stands for ideals men live for. Values are the part and parcel of the philosophy of a nation. They are guiding principle life which is conducive to ones mental, physical and social health. To being with value is an abstract concept, but it becomes concrete and meaningful through its working in a practical life setting. In academic atmosphere, value is the key root to achieve the goal of the students. In this regard the teacher must play an important role in such programme. The most important aspect is that they should set good examples of conduct and behavior which the students may imbibe in them. It may be stressed that the teachers try their best to promote value-oriented education.

Introduction

Each person can trace contribution of some teacher who helped that person to transform into a good human being with a more positive self-image, more self confidence more commitment and confidence to pursue excellence. This role of a teacher universally acknowledged. In education, a teacher is one who helps students or pupils often in a school as well as in a family, religious or community setting. A teacher is an acknowledged guide or helper in the process of learning. A teacher's role may vary between cultures. Academic subjects are emphasized in many societies, but a teacher's duty may include instruction in craftsmanship or vocational training, spirituality, civics, community roles, or life skills. In modern schools and most contemporary occidental societies, where scientific pedagogy practiced, the teacher is defined as a specialized profession at the same level as many other professions.

Meanings of Value

The values are regarded as preferences. These may be dominated by desire on the one hand, and on the other, be used on the commitment to what is true and right. Every human being needs certain goals and values, by which he/she can formulate a code of ethics to guide self conduct in his /her daily life. Similarly all social groups too need to have goals and values to guide their group life and to make their corporate life free from the shackles of confusion and discord. According to its verbal meaning value signifies that quality of an individual or thing which makes that individual or thing important, respectable and useful. This quality may be internal or external or both. Value involves the process of judgment and selection. Value is a person's idea of what is desirable. The value of a need or an interest once arrived at is justified and validated through its

*Dr. Amal Kumar Sarkar, Asst. Professor, Dept. of Education, University B.T & Evening College, Cooch Behar, West Bengal

working result. To being with value is an abstract concept, but it becomes concrete and meaningful through its working in a practical life setting. Therefore we can say that values stand for the ideals people live for. They are the guiding principles of life which are conducive to all round development. Preferences involved in values are based on what is desirable. Values are linked to good and bad aspects of behavior. Values represent objects toward which we direct our desires and attitudes. Through a process of socialization, values assume a moral or ethical tone.

Classification of values

The values may be classified into various types. These are concerned mainly physical, social, emotional, economic, aesthetic, ethical and spiritual life of individuals or groups. These different types of values have distinctive characteristics.

Value Education

Education aims at the transmission of cultural heritage and the school through teachers, attempts to strengthen, reinforce and transmit the general values of their culture in seeking to mould and influence the behaviour of young people and society too. The values inherent in culture provide the guideposts and a “good” person is who accepts such values.

The need for Value Education

The National Policy of Education (1986) highlights the urgent need for value education in view of the growing erosion of essential values and increasing cynicism in society, value education should help to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Education which inculcates universal and eternal values like compassion, honesty, tolerance and truthfulness, etc. will help in developing balanced individuals and in creating a human society.

The role of Teachers in the Value Education

In the 13th chapter of the “BHAGAVADGITA” the characteristics of real teacher are laid down as follows: absence of pride, free from hypocrisy, non-violence, forgiving nature, straight forwardness, a service of the preceptor, purity of mind and body, steadfastness and self-control.

In line with this, centuries ago in this land of Vedas the teacher develops all his time for the upliftment of his pupils in all directions-knowledge, morals, values etc. He was called the ‘Guru or Acharya’.

*‘Guru Brahma Guru Vishnu
Guru Devo Maheshwaraha
Guru Saakshat Para Brahma
Tasmai Sree Gurave Namaha’*

Guru is verity the representative of Brahma (Creator), Vishnu (preserver) and shiva (Transformer). He creates, sustains knowledge and destroys the weeds of ignorance. I salute such a

Guru. Today, we have multiple information centers. There are books, coaching centres, the audio visual aids such as audio cassettes, video tapes, microfilms and internet services that provide a flux of information to those who need it. Thus the teacher's role as the only source of information is marginalized. The society is becoming more materialistic and values appear to be pushed into the background. There is nothing unusual about it. Each era throws up a role model and the whole society tries to emulate this model. Consider the Vedic times when a wise man or a Rishi was an icon. Even the kings and the princes came down to his hermitage, sat at his feet to get knowledge. When you look into the period of Mahabharata, the role models had changed. The heroes of this era are undoubtedly the mighty warriors such as Bhishma, Drona, Karna, Arjuna etc. The Brahmin Dronacharya was teaching the princes warfare instead of philosophy. Even the God incarnate, Parusharama was also teaching warfare. Every one wanted to be a great warrior. Before the independence of India, our role models were Gandhi, Patel, Bhagat Singh, Rajguru and other freedom fighters. It was the dream of every youngster to be a freedom fighter and every school in the country was a training ground for freedom fighting. All school campuses reverberated with the chanting sounds of *Vande Mataram*. After independence, unfortunately, the icon of the society had been a rich man. Everyone in the society is aspiring to become rich, as much as possible and as quickly as possible. Getting rich at any cost has been the motto. Invariably this process of getting rich instantly is at the cost of values.

The situation would not remain like this forever. There are enough indications that our country would awaken once again to those eternal values for which this land has stood for many centuries. We are in a transition time during which it is essential that the values are maintained and nurtured. Only an ideal teacher whose life itself is a beacon light of values can lead a society in the right direction. He has to demonstrate the essential values such as optimism, motivation, willingness to learn and teach, truth, nonviolence, never to speak and think ill of others, creativity and ability to demonstrate unaddressed love. This is a tall order. But, that is the responsibility that the teacher must take in order to be an effective catalyst for social change. We hope and pray that God gives all the teachers this strength.

Value Oriented Programmes

The most important aspect of the programme is that the teachers should set examples of good conduct and behaviour which the students may imbibe in them. A special responsibility for creating a value oriented environment lies with the V.I.Ps, leaders of every description and on all those persons holding responsible positions in every walk of life. They must set highest standards of ethical morality. Values are beliefs and accepted means of achieving goals. Generally speaking social activities depend on value orientations and they differ from situation to situation, time to time depending on political, social, economic situations. Educational activities in different situations depend on value orientations. As education is function oriented subject, it has direct relevance to all forms of social activities. It is the process of adoption and adjustment that makes education compatible to social situations. Whatever the situation may be, it has to follow certain standards to achieve certain determined objectives for the settlement of the society at large. Education is a social process; Education is growth; Education is no preparation for life; Education is life itself.... John Dewey.

Education is the learning of human souls to what is best, and making what is best out of them?...
John Ruskin.

Today we are living in the modern world. But we have a lot of problems like terrorism, poverty, high-population and corruption. All activities are being happened due to lack of real value education. As a teacher I believe education is a solution for all types of problems. A teacher in his/her class can deliver all types of components of value which makes a student more cultural and more social.

Through co-curricular activities teachers can create values among the students as co-curricular activities play very significant role in inculcating different values in the students. Previously the term “extra-curricular activities” was used for outdoor activities and other cultural programmes organized in the school. But now a day this term has been discarded keeping in view the importance of these activities. In many progressive schools there is an allotment of certain periods for these co-curricular activities in their regular timetable.

In programmes of outdoor activities, the children are taken out of the school to the areas of adventure, appreciation of art and culture and the places of historical values. They can be brought avenues into the training of initiative, team-work, self-discipline and learn much about our cultural heritage and historical details. Besides games and sports, there are several outdoor activities, namely, NCC, scouting and guiding, Mountaineering, Trekking, excursion Field trips etc., which may serve the purpose of inculcation of desired values among the students and formation of character.

Among all the school and colleges various festivals are organized at deterrent levels festivals may be classified into three heads:

1. National festivals.
2. Religious festivals.
3. Birth/ Death anniversaries of great persons.

Besides these, there are so many occasions like sports day, Teachers day, Parents day, Annual Day, UNO day, etc., when some literary and cultural activities are carried out in the school. Through these activities, the qualities of leadership, self discipline, co-operation, team work etc. can be easily developed. Through these activities, new dimension can be given to the personalities of the students. It must be stressed repeatedly that warmth, affection, intimate and personal relations among pupils themselves and between teachers and pupils, facilitate the acceptance and adoption of values. Controversial issues do arise in the course of instruction. If the teacher is equipped with adequate background knowledge about the subject of controversy and of the teacher is conversant with the subtle turn's group discussions frequently take, he or she will make a significant contribution to the teaching and learning of values. The teacher should relate the values to be taught to the needs, interests and experiences of the pupils and while the teacher should allow free expressions of opinion he or she should guide and encourage students to reach balanced conclusions. The teacher who rises above mere teaching of knowledge and skill and actually

influences the attitudes, interests and values of pupil's exercises a lasting influence and is a genuine educator.

Conclusion

Hence, to conclude: we live in a time when our understanding of the role of the teacher and the power of Values Education is coalescing. No longer is value education on the periphery of the central roles to be played by the teacher and the school in our society. It is at the very heart of these roles. Unlike the assumptions that seem to underpin so many of our concerns around structures, curriculum and resources, values education is clearer than anything I could point to in contemporary education premised on the power of the teacher to make a difference. While the artifacts of structure, curriculum and resources are not denied, the focus is, appropriate to the insights of the day, on what John Hattie (2003) describes as "the... greatest source of variance that can make a difference." In the case of values education, the belief is around the teacher's capacity to make a difference by engaging students in the sophisticated and life-shaping learning about personal moral development. I suggest that the nature, shape and intent of Values Education has potential to refocus. The attention of teachers and their systems on the fundamental item of all effective teaching, namely the teacher her or himself, the quality of the teacher's knowledge, content and pedagogy, and above all on the teacher's capacity to form the kinds of relationships with students which convey their commitment and care and which become the basis of forming personal character and tomorrow's citizenry. I know it is a challenging thought for the many who, rightly or wrongly, were trained to think differently about the role of the teacher and the social agency of the school. However, Values Education or no Values Education, we live in a society that is shouting out a new charter to us. Values Education is one powerful means by which we might realize this charter.

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