

CHAPTER – I
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I.1 Importance of the Study

In India, a traditional society representing continuing ancient civilization is undergoing transformation into a modern nation with education assuming significantly prominent role in the process. At individual level, education initiates, inspires, and catalyses human endeavour towards pursuit of knowledge, enlightenment, excellence and perfection together with socially and culturally compatible values and, in turn, provides physical, mental and spiritual satisfaction. The education, basically a human effort, also contributes to social and national progress by providing trained manpower and most importantly by promoting desirable attitudes and values among pupils conducive to and in support of social aspirations and national development goals. The cultivation of desirable behavior, attitudes and values among children goes a long way to have far reaching and determining influence on the overall social transformation and development perspective. The education affects traditional psychological disposition or value orientation of people in a slow, but steady and in a permanent manner and redefines the value system compatible with emerging social aspirations and national goals. The value-based education is now receiving increased attention of all concerned towards orientation of the educational system. In this process, the teacher has a key role in not being as a role model for transmitting desirable values to pupil but also as an expert in the contents and techniques of promoting the assimilation of desirable and compatible values in the students.

A number of prominent personalities and several Commissions and Committees in the field of education have expressed on the importance of imparting value education in schools and preparing teachers for the purpose. These views and observations have been compiled, recently (NCERT, 2001). The important personalities who have advocated value education include Mahatma Gandhi, Mother Teresa, Ravindra Nath Tagore, Sarvapalli Radha Krishnan, Sri Aurobindo, Sri Satya Sai Baba, Swami Vivekanand, The Mother, Vinoba Bhave, Zakir Husain etc.

In independent India the policy documents and reports of various Commissions and Committees e.g. Radha Krishnan Commission (1948-49); Education Commission (1964-66); National Policy on Education (1986); Ram Murty Committee (1990), Programme of action (1986, 1992) have repeatedly emphasized about the urgent need of value orientation of education. The 81st report of the Committee on Value Based Education in schools by way of identifying five core values corresponding to five domains of human beings are related to five objectives of education. The core universal values being truth (Satya), Righteous Conduct (Dharma), Peace (Shanti), Prem (Love), and Non Violence (Ahinsa). The corresponding human domains being intellectual, physical, emotional psychological and spiritual. The related objectives of education being knowledge, skill, balance, vision and the identity.

Similarly important observations have been made on the role of teachers in promoting and inculcating desirable values among children. A few of these observations are being reproduced below:

The rapid erosion of values in the society is causing concern, necessitating imparting of value education. It is generally agreed that

cognition is basic to volition which, by implication, would mean that teachers are expected to understand critical issues, regarding values – concept, types and problems – involved in imbibing the values. It is also expected of them to be well versed with the values enshrined in our Constitution and the values that have the cultural context and can be derived from our heritage.

In the process of capacity building of intending teachers, what is of importance is to ensure that they become capable of understanding the importance of value education, interpreting values in the contemporary context and evolving strategies of imbibing these among their students.

What is even more important here is to help the students not only to understand their fundamental duties towards the school, the home, the society and the nation but also to translate them into action in their behaviour and conduct as an integral part of their character in order to inculcate in them the highest values of living a transparent way of life as the strength of their personality as human beings.

We attach great importance to the role of indirect influence in building up good character. The school atmosphere, the personality behaviour of the teachers, the facilities provided in the school will have a large say in developing a sense of values. We would like to emphasize that the consciousness of values must permeate the whole curriculum and the programme of activities in the school. It is not only the teachers in charge of moral instruction who are responsible for building character. Every teacher, whatever be the subject he teaches, must necessarily accept this responsibility. He must ensure that, in the teaching of his particular subject and in his dealings with his pupils, fundamental values

such as integrity and social responsibility are brought out. The teacher need not, we can even say that he should not, try to draw out the underlying moral all the time, but if he has given some thought to the values underlying the scope of his subject and his work as a teacher, they will imperceptibly pass into the teaching and make an impact on the minds of his students. Moreover a sense of purpose should inspire all school activities and must be reflected in the life tone and atmosphere of the school. The school assembly, the curricular and co-curricular activities, the celebration of religious festivals of all religions, work experience, team games and sports, subject clubs, social service programmes – all these can help in inculcating the values of cooperation and mutual regard, honesty and integrity, discipline and social responsibility. These values have a special significance in Indian society today, when young men and women are passing through a crisis of character.

In addition to this indirect approach for inculcating moral and spiritual values, we consider that specific provision for direct moral instruction in the school programmes is highly desirable. We agree with the recommendation of the Sri Prakasa Committee that one or two periods a week should be set-aside in the school timetable for instruction in moral and spiritual values. At the primary stage, all instruction will generally be imparted through interesting stories, including stories drawn from the great religions of the world. At the secondary stage, there may be frequent discussions between the teacher and the pupils on the values sought to be inculcated.

Whatever be the method of teacher, it should not lead to moral instruction being divorced from the rest of the curriculum or being

confined to a single period. If the values are to become a part of the student's character, an all-embracing treatment of the moral way of life is needed. (Kothari Commission 1964-66)

Provision of value oriented education should be made throughout the country with due regard for flexibility of approach. Value-oriented education should be regarded essential as an education for becoming and self-exceeding. There should be an integrated approach in the value-oriented education programme. Instead of tackling piece-meal areas such as awareness of ecology, environmental protection, community development, productivity, population stabilization, aesthetic education, national integration and international understanding etc., they should be handled in a comprehensive manner under the broad spectrum of social responsibility and inner development of human personality. Special teacher orientation programmes should be taken up at the State level to train teachers in the effective methods of development of value among students and teachers. (.....NCERT 1981)

The National Curriculum Framework – 2000 is an instrument towards value orientation of education. The NCF-2000 observes that the schools curriculum has to contain components that communicate essential values in their totality. Every teacher has to be a teacher of values. Every activity, unit and interaction must be examined from the viewpoint of value identification, inculcation and reinforcement and then deciding appropriate strategy for a balanced and judicious implementation.

In continuation, it is observed that the teachers are resources for value inculcation and they must contain qualities which include the following:

- They must have a clear vision of their role in value orientation;
- They must be able to identify the potential of different subjects and situations in schools for fostering universal human values and be sensitized about their own influence as role models;
- They must be able to understand their own biases and attitudes toward students;
- They must sincerely strive to be objective in conduct and class room transactions;
- They must have positive approach to authentic orientation materials related to different religions and religion related values; and
- They must be good communicators.

It may be relevant to mention here that no specific periods need to be allocated for value education in schools but the value education is to be imparted through indirect and incidental mechanisms. The value education is considered to be the responsibility of all the subject teachers and encompasses all the school activities. The sensitization of students through extra curricular and co-curricular activities under the guidance of teachers is expected to bring desired results in terms of values transformation of the children. The detail lists of activities have been compiled in teacher education for value inculcation (NCERT 2001).

In view of teachers responsibility for inculcating values among children through indirect and incidental means and not through

transaction of structured curriculum (direct method) the task becomes crucial with higher level of difficulty and with possibility of dilution, if not supported and monitored adequately. In this context, it is extremely important that the teachers be sensitized, trained and empowered in terms of contents and techniques towards inculcation of values among children.

In teacher education institution the transaction of value education is also open-ended and is imparted through indirect and incidental methods. In order to assess the adequacy of prevailing mechanisms for value orientation of in-service teachers, the present study has been carried out.

I.2 Statement of the Problem

The statement of the problem of this study is "A Study of Teachers' Preparedness for Value Inculcation Among Students at Elementary Level"

I.3 Objectives of the Study

In order to study teachers' preparedness for value inculcation among students at Elementary Level following four major objectives has been taken up:

- (1) To assess the views of teachers' about desirability of value education.
- (2) To assess perception of in-service teachers regarding value education.
- (3) To know the views of in-service teachers on the mechanisms of inculcation of values among pupils.
- (4) To assess teachers' views about the reasons for inadequate value inculcation in schools.

I.4 Scope of the Study

The scope of the work covers the preparedness of teachers at elementary stage for value inculcation among students. The study has been carried out in Visnagar Taluka of Mehsana District of Gujarat.

I.5 Significance of the Study

Values are nurtured among the children in the school through teachers. Therefore, there is a need to see how far the teachers are aware of values and also what is their opinion towards values. Teachers as the source values in modern India, it is necessary to look into teachers awareness and opinion towards values. This study is undertaken by the researcher to know the levels of awareness of the Elementary School Teachers and also their opinion about the values.

Values are principles intended to govern human activities, human conduct and human relations. When human societies were small and isolated geographically the value system which binds the people in those societies were simple and the source of the values was also the same society. But, in modern period, the emergence of Nation- State brought changes in the notion of society. The scattered geography and cultural societies were brought less than one single authority. When different people from different social formation came together, they came with different customs, traditions, and values. The situation, it is witnessed, gives birth to tension between people. This changed situation compels the humans to go for the creation of single source of values to be practiced and observed by the people living in one nation-state. This

realization across the globe resulted in the framing of constitution, which hereafter would be the source of values.

However, mere framing of constitution does not guarantee its translation into practices unless people are aware of it and its values. To attend this need education is considered to be the best source of values. But, unless teachers are aware of the values, they cannot inculcate value awareness among the students. Therefore, there is a need to study the teachers' awareness and preparedness regarding value inculcation. This is the reason why present study assumes significance.