

CHAPTER – III

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III.1 The Need of Value Education

On 14th August 1947, at midnight, while hoisting the Indian National tri-color, Pt. J. Nehru said,

"Many years ago, we made an agreement with destiny. Today we are fulfilling the same, though not fully, to a great extent. In this solemn hour, we should pledge ourselves to dedicate to the service of the nation and the community at large, and to strive hard for upholding the dignity of vast human society. It is the duty of every citizen".

We got freedom/we were free from the British rule. We were given the best constitution having values like freedom, equality, fraternity and social justice. And through education we were to inculcate these values among our citizens. For that NEP was designed and aims and objectives of Education were set up where the values have been given the significant place. So, Kothari Commission proudly states in his report.

"The destiny of this nation is being shaped in our class-rooms".

Today the world has achieved the unbelievable scientific and technological progress. We are the citizens of a global village. Our everyday life is dynamic. What success we have achieved in the domain of knowledge within last two hundred years we were unable to achieve within last two thousand years. But the knowledge without values is dangerous. Two world war proved this. When Dr. Yash Pal was asked about the third world war, he answered that he was unable to tell about

the third world war but could certainly tell about the fourth world war, it would never come. This is why it is the responsibility of the world to inculcate values through education.

Moreover, narrow communalism, casteism, linguistic and regionalistic outlook are dividing our people and coming in the way of our developing a unifying national and international outlook. The world today faces a catastrophe, threatened with nuclear holocaust. As never before in the history of mankind. We are in need of peace and understanding. Therefore, we need a value education.

In addition, we can say that modern time is changed; people's priorities and traditions are changed. There was a time when Indian society believed in the saying.

"Wealth is lost nothing is lost, Health is lost, something is lost, but character is lost everything is lost".

Unfortunately today general trend in society is perceived nearly reverse, that is,

"Character is lost, nothing is lost health is lost, something is lost, but wealth is lost, everything is lost".

Value should be the integral part of our education. It would bring happiness to the individual and would be beneficial for the society and mankind as well.

In the post independence period, a number of high-powered commissions and committees on education have called for making our

educational system value based. The Education Commission (1964-66) recommended that conscious and organized attempts should be made for imparting education in social, moral and spiritual values. The National Policy on Education (1986) highlighted the need for inculcation of values. The growing concern over the erosion of values and an increasing cynicism in society has brought to focus the need for value education.

Acharya Ram Murti Committee set up by the Ministry of Human Resource Development, to review the NPE-1986 stressed that the child has to be initiated to the world of knowledge, skills, attitudes and values. The Committee (1990) further recommended that imparting of value education should be an integral part of the entire educational process.

MHRD set up another committee in July 1991 under the Chairmanship of Shri Janardhana Reddy, then the Chief Minister of Andhra Pradesh was asked to make recommendations for modification in the NPE-1986 after taking into consideration the report of the Acharya Ram Murthi's Committee and relevant developments having bearing on the policy. The Committee endorsed the provisions of the NPE relating to Value Education.

The Parliamentary Standing Committee on Human Resource Development (1999) observed,

"It is very disappointing that well concerned efforts during the last few decades have failed to achieve the desired results. Well chalked out plans and strategies for making education value oriented still remains on paper"

Thus, from above statements of various Commissions and Committees it is clear that value education is an integral part of Elementary Education and one cannot ignore its need.

III.2 Concept of Value

What does the term value mean ? There is no unanimity on this point. In philosophical context it lacks universal definition. It has been interpreted in a number of different ways. It will not be out of place to quote some of the definitions over here-

"Values are something that we consider good such as love, kindness, fun, honesty, decency, relaxation, simplicity"

Jules Henry

Value comes from the Latin word 'valere' which means to be of worth, to be strong. Values are a set of principles or standards of behaviour. Value literally means something that has a price, something precious, dear and worthwhile, something for which one is ready to suffer and sacrifice. R.K. Mukherjee defines values as socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards and aspirations. According to John Dewey (1948) "to value" means "to prize", to esteem, to appraise and to estimate. It means the act of achieving something, holding it dear and also the act of passing judgement upon the nature and amounts of values as compared with something else.

The Dictionary of Education (1959) defines values as things in which people are interested, things they want to desire to be or become, feel obligatory, worship or enjoy.

Zaleznik, David (1964) considers values as "the ideas in the mind of men comparable to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships".

The meaning of the term value is given by philosophers and educationists in multiple senses but all the meanings converge to "something important". In short, values stand for ideals men live for. Values give meaning and strength to a person's character by occupying a central place in one's life. They influence our thoughts, feelings and actions. Values guide us to do the right thing; they also help us to be morally sound.

Moreover, values have been described as "ideas-tied-to-feelings". They denote the attitude of prizing a thing, finding it worthwhile for its own sake or intrinsically on the one hand and a distinctively intellectual act- an operation of comparing, judging or evaluating on the other. Values are essentially related to social interaction and represent the systematized reaction tendencies on the part of the individual. In addition, values are closely tied with the culture in which a person lives and works. Moral beliefs guide a person in a variety of situations. Values thus act as intrinsic governors. They guide our behaviour in the face of extreme pressures and provocations.

After defining values, one can say that values are important in one's life. But, which media is important for imparting values in life. It is the education through which values could be imparted. Value education means inculcating in children a sense of humanism, a deep concern for the well being of others and the nation. Through value education we like to develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education. Value education teaches us to preserve whatever is good and worthwhile in what we have inherited from our culture. It helps us to accept and respect the attitude and behaviour of those who differ from us.

Moreover, value education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy, and natural mind. The transformed mind is capable of higher sensitivity and a heightened level of perception. This leads to fulfillment of the evolutionary role in man and in life.

III.3 Value Education and Teacher

The National Policy on Education (1986) begins its sections on 'The Teacher' with a very comprehensive and meaningful statement, "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of their teachers".

The basic mandate of the education is to prepare the young persons for future. The level of fulfillment of such expectations would be an outcome of the level of application, understanding and action on the part of the teachers. The quality and character of teachers can hardly be developed by providing them education and training in cognitive areas.

Far more needs to be done in the affecting domain, especially in terms of inculcating and internalizing humanistic, ethical and moral values amongst the young teachers. Only such teachers who understand the significance of these aspects in preparing young children for the future could really discharge their functions effectively and comprehensively. Schools, colleges and universities must undertake the responsibility to ensure imparting of universal values of love and affection, caring for others and welfare of the society.

The National Commission on Teachers (1983-85) made a very significant statement about the quality of teachers we need "the new teacher we have in mind has to translate the national goals listed into educational actions. He has to communicate to his pupil the importance of and the feeling for national integrity and unity; the need for a scientific attitude, a commitment to excellence in standards of work action and a concern for society. He cannot do so unless he is committed to these values. At a global level he has to have an understanding and appreciation of the human predicament: population explosion, environmental pollution, the threat of a nuclear holocaust and the quest for world peace. Nothing is more important in educating teachers than to make them imbibe the right attitudes and values besides being proficient in the skills related to teaching". But our present day teachers are not well equipped with the qualities to cope of with the present time. The respect and faith of society on teachers is decreasing day by day. Teachers lose their identity and fragrance.

The National Commission on Teachers (1985) rightly observed that "There has been a feeling of grievance on the part of the teachers that they do not receive the status and respect from society that their

profession and role demand..... It may be recalled that the 'Guru' never demanded reverence by the 'Shishya', his parents and the adult community gladly and gratefully offered it to teacher. So much the teacher earn status through achievements. The closer the teacher is able to link himself and his vocation with the mission for the nation, the more relevant he will become and more reversed by students, parents and society. We underscore that the primary task of the teacher is concerned with man-making, namely the making of the India of tomorrow".

Teachers are the main instrument to inculcate values through different subject contents. The teacher should understand the values inherent in the content and should know the skills needed to inculcate those values among learners which would be possible through teacher education programme. But the products of the present day teacher education programmes are not adequately equipped to foster value education in school. It is a hard reality that our teacher education is isolated from the mainstream of universal life. It is even isolated from the schools for whom the teachers are. There is a difference between the practice teaching and real teaching. This may be due to the some serious lacunae in our teacher education programmes. It has ignored the holistice human values that make a total man. The Education Commission (1965), the National Commission on Teachers (1985), the document "The Challenge of Education" rightly pointed that the state of teacher education in the country is far from satisfactory. There is a lot in the pre-service programme which is transacted and seldom used in practice. At the same time, there is a lot that is required in practice but not covered in the training programme.

The simple values of 'love', 'caring for others' and 'love for the professions' are the eternal values which would also lead to make a complete and total person. Teacher who 'loved his pupils and liked what he taught' is the eternal values for him. Love for the pupils and love for the subject taught were practices by him throughout. To him, love was the key word. It was the key value. All other human values flowed from and followed this very value. Could this approach become an integral part of teaching learning process in each of the schools of the country ? Probably, no method and curriculum is needed for it and no resource crunch could hinder it. Even, no external assistant or funding may be necessary for it.

In the present situation there is a lot needed to orient teachers for the value inculcation. Both the in-service and pre-service teachers need to orient themselves in the line of value development. Both in-service and pre-service teacher education programmes catering the need of different levels of school education has to be reoriented, redesigned and re-engineered to put lots of value components in theory and practice to recharge teachers with the sparkle of value.

The consciousness of value education for teacher is supreme need today. Our teacher plays an important role in inculcating values among our students. Dr. Tagore said, "The highest education is that which does not merely give as information but makes our life in harmony with all existences". While emphasizing the role of teacher in the society, Dr. K.M. Munshi said, "The teacher is the principal driving force in a dynamic society & his leadership is most essential to free India. It is very wisely said, "a nation is as great as its schools and its schools are as great as its teachers.

The teacher is a nation builder. He influences the students by his behaviour. He has to play the role of a facilitator to bring out the best in the learner. He should act as a symbol of values and national character. Every teacher influences the tender intellect of the child by his personal turn out, temperament, language used and through his/her general behaviour pattern. Therefore, teachers' role in inculcating value is paramount. Each teacher has to be a value educator and a role model. Teaching being a mission rather than a profession a good teacher acts as a source of inspiration. One can discern certain specific roles of teachers in this context.

The teacher should:

- Understand the nature, meaning and significance of value education;
- Practice the values in every day life and thus present a living example;
- Be conscious in performing any activity thereby avoiding any undesirable;
- Organize activities and motivate students for active participation;
- Encourage and appreciate good work by students;
- Try to connect every lesson with national character and values.

If India is to regain the lost prestige of being 'Great Teacher of World', then a fresh start is to be made from a 'Teacher'. A true teacher can turn the society, he or she is the main source of reconstruction of value system. A teacher is compared with a pure water tank or reservoir

and a pupil is like a tap. A tap gives water that is supplied by water tank. Human values can be spread by teacher through pupils in the society. All the impurities of society can be purified by great teachers.

A teacher is an architect of society. Once, a sculptor was chiseling stones for shaping various figures of men and animals. A child asked him out of curiosity. "How you know that particular stone contains particular figure. The sculptor replied smilingly, "My child, the stone does not contain the figure. The figure is in my imagination. My imagination coupled with my instruments turns stone into God". Similarly a valued or worthy teacher is a real sculptor or architect of society. Therefore, all efforts should be made to produce valued teacher.

It is a happy development that New Education Policy and the NCERT have emphasized value-based education in schools. It is also matter of rejoice that school curriculum today contains the syllabus of value based education. But unfortunately still teacher training programmes do not specify value based teacher education. Therefore, it is essential that educational system should equip teachers for imparting value-based education. Values are first taught to the child by the mother, then the father who is admired by the child for his strength and knowledge and at the same time feared for the punishment he inflicts. Next in the line is the school where the teachers guide the child into the maze of material and spiritual knowledge. This clearly depicts the important role played by the teachers.

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.