

## ROLE OF TEACHERS FOR EMPOWERING LEARNERS THROUGH VALUE EDUCATION

*\*Dr. Varinder Kaur*

### **Abstract**

*This paper addresses the issue of teachers' training for value education and its response to the demand for value education in the school/college. Defining value education as education itself, the authors advocates the need for the preparation of a teacher as an agent for social change, to equip him or her to deliver the quality of values as per the situation and explore the process by which children develop values essential for living in the society. Teachers need to be trained to create situations and be imaginative to reflect on that situation by making learners aware of values and highlighting its need.*

*Education, since ancient times has been viewed as the transmission of value and accumulated knowledge of society. To prepare future citizens of multi-dimensional capabilities and to provide wisdom with knowledge, the importance of ethics and value is re-established. Thus, the role of education in life has become more crucial when in the present scenario the problems of society to deterioration of values and morals. It is the need of education that the teachers and teacher education programmes take up the task of inculcation of values and shaping the behaviour of students. Prospective teacher should not only be intellectually competent and technically skilled but also be civilized in their emotions and refined in their testes. Thus, in the present grave moral crisis, there is need of a value imparting education which not only gives a shape to prospective teachers' personality but also inculcation and instilling of values in them.*

**Key Words: Teaches, Empowering Learners, Value Education**

### **Meaning of Value Education**

The graphical presentations of values, a rainbow in the form of a heart, illustrate that, "that the human values are the priceless treasure deposited from time immemorial in the bottom of my heart." They are nothing else than the colourful projection of our inner light.

### **Antonio Craxi, (Human Values: A voyage from I to We)**

The German philosopher Friedrich Nietzsche first used the word 'Values' in 1880. Until then the word value was used as a verb meaning to value or esteem something or as a singular noun meaning the measure of something for example, the value of money, food or labour. Nietzsche used the word 'Values' in plural to denote moral beliefs and attitudes that were personal and subjective. In modern democratic societies, this concept of 'values' has changed. The word 'Values' has come to be used in plural for over a century. As the world is becoming more civilized, education is becoming more or less materialistic and the old value traditions are being slowly given up. It is imperative in the present context of educational system, to restructure and include value education in the process of education.

---

**\*Officiating Principal, G.T.B. Khalsa College of Education, Dasuya (Hoshiarpur)**

In the Oxford Dictionary of English, 'value' means worth and 'valueless' means worthless. From a historical viewpoint, a value may be defined as a thing that is good. Operationally the concept of values may be defined as 'factors, which affect human behaviour' intellectually. Value may be defined as a concept, which is accepted by the subconscious mind, is understood by all and perceived by the individual.

### **Present Problems in Indian Values**

India is a country with rich culture and heritage. Indians are well known for kind hearted and broad mindedness. This is mainly because of value based education imparted in the past. In ancient times education for attainment for mukti was the main objective of education. Our great epic Rig-Veda rightly depicted "Sarve Janoho Sukhnobhavantu" which means all creatures on this earth should lead happy and peaceful life.

At the end of medieval period in India foreign invaders started establishing their kingdom and up to British Empire the Indian people lost political, social, economical and educational values as a result of which the Indian culture and spiritual character of Indians faded away. Indians slowly started imitation of western culture. As a result today, news papers are flooded with hair raising news like "Mother killed her children", "Brother Murdered his brother and wife", "Girl Gang raped", "women killed for dowry" and so on exposing the mind set of the society. There is a mad pursuit for accumulating wealth and power and acquiring superior status in society even at the cost of the humanity in us. As a result today everything is seen in terms of development. This has resulted in decline in moral and human values in society and created confusion among teachers as well as students. We have entered a century full of crises particularly crisis in character, crisis in credibility and crisis in competency and value based competency. Now the question arises, who all are responsible for the moral decline in society? How can we get through these crises?

### **Role of Teachers and Parents in inculcation of Values**

The solution of problems which the society is facing these days lie in the hands of teachers and parents. Anyone who teaches may be parents or teachers at schools, college or universities. They have to be committed teachers, as were the "Guru" in ancient times. Only real teachers can transform the society from this mental sickness to happy and healthy existence.

The education of child, it is said, starts even before his birth. The example of Abhimanyu bears testimony of this truth. He learnt the secrets of war and breaking "Chakravyuh" while he was in the womb of his mother. It proves that the conduct, thinking and behaviour of the mother bearing a child lay the foundation of character of the child. The seeds of value education can be implanted by the mother even when the child is in the womb. In early five years the family and particularly the mother plays the role of a teacher. These five years are formative or foundation years, when the child should be exposed to a rich and healthy environment. More the exposure to values, the stronger will be the foundation for character building. The family is the most important basic unit of a social system of norms, guiding the interaction and behaviour of its members. The character, behaviour and morality of family members and particularly the mother's determine the character of the child. The child learns cultural behaviour patterns acceptable to society in the family set up. Family has to regulate the sexual behaviour, provide emotional support and affection to the child.

Once the child enters the school, the role of education system and teacher starts. In an education system, the child not only learns what the teacher teaches consciously but

he/she unconsciously imbibes his qualities into the personality of the Child. This determines emotions, expectations and what he is going to be in his life ahead. Today the concept of education has changed and so has its role. Schools can play an important role in imparting value education affecting persons and the society by fostering concern for aged, handicapped, the deprived sections of society dignity of labour, self-dependents etc.

Value education can be integrated with teaching methods, instructional material and co-curricular activities. Indeed teachers of every subject should teach fundamental values like democracy, tolerance, co-existence and respect for others' views even television can be used for teaching value education through cartoons, plays and story telling. What is needed is that the values should be projected in a manner that children can relate to their lives and should have earthly qualities. The innocent but impressionable mind should be able to connect what they see or hear with ordinary human beings they are familiar with.

The role of modern teacher is also changing. The functions of the teachers are - a philosopher, a guide and a friend. Teachers are primarily responsible for building up new generations with iron hands, strong will and deep love for nation and humanity. So, our nation needs a regiment of qualified and dedicated teachers with adequate potentiality for developing new generations with strong values and wisdom. Therefore, a teacher not only needs to be armed with heavy degrees, long experience and means of spreading knowledge, but should have a vision, capacity to impart meaningful knowledge and inspire students for achieving creative ends in life. Teaching is also about inspiring students. There is a need for teachers to get themselves inspired before they can inspire others. The teaching community is required to generate power inherent in the student population. Teachers should be leaders of the young generation, not merely instructors.

#### **Teacher's Guidelines for proper Value-orientation**

- ❖ Develop Gandhian values among the students.
- ❖ Perceive his/her role as an agent of change in the community.
- ❖ Perceive his/her role not only as a leader of children but also as that of a guide to the community.
- ❖ Act as a link between the school and the community.
- ❖ Possess warm and positive attitude towards growing children and their academic, social-emotional and personal problems.
- ❖ Preservation of environmental resources and preservation of historical monuments and other cultural heritage.
- ❖ Develop understanding of the objectives of school/college education in the Indian context and awareness of the Indian context and awareness of the role of school/college in achieving the goals of building a democratic secular and socialist society.
- ❖ Develop understanding of interests, attitudes and skills that would enable his/her to foster all round growth and development of the children under his/her care.
- ❖ Develop competence to teach on the basis of the accepted principles of teaching and learning.
- ❖ The teacher should be a mediator in the encounter between the individual and the mass of information.

Unfortunately teaching profession is still not able to attract the promising young men and women, who can inspire the younger generation and instil in them desirable attitudes. Secondly, inadequacy in the Teacher Training Programme does not equip teachers adequately for this role. The teacher training programmes need to incorporate value based education.

On the other hand students today are better informed and knowledgeable, as the source of information has immensely expanded, but emphasis is on acquiring techniques not values. The teacher is required to channelise the potential energies of students into constructive and realistic programmes of action.

Today, the social role of teaching community has assumed greater importance. The teaching community should restore the self reliance needed for our social educational culture. There is a need for reawakening of the entire teaching community so as to improve the younger generation which is utterly confused and bewildered about moral and social values of life. Let us accept this challenge with a spirit of dedication and national service to develop morality and socially well equipped younger generation.

### **Empowering Learners by Inculcating Values**

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

Education in very general terms is a process of bringing about desirable changes of behaviour in the learners, in accordance with standard norms. Students may develop some essential values through various curricular and co-curricular activities in the school/college. Teachers are responsible for inculcating new values and for developing the total personality of the learners. Before devising a plan for imparting value education for the empowerment of learners it is imperative to decide what teachers ought to develop and how to develop. In other words a teacher must know the content of value-oriented education and should be in position to adopt various approaches, strategies and methods for inculcating values and for the empowerment of learners.

### **References**

- Bajpai, A. (1991).** Fifth survey of Educational Research, 1988-92, M.B. Buch. *NCERT*, 2, 1333.
- Chakarbarti, M. (1997).** *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- NCERT. (2005).** *National Curriculum Framework*. National council of Educational Research and Training. New Delhi.
- Prem Singh. G.J. (2004).** Towards Value Based Education. *University News* 42(45), 11-12.
- Rokeach, M. (1973).** *The nature of human values*. New York: Free Press.
- Stephenson, J. et al., (1998).** *Value Education*. London: Routledge.