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## **Role of Teacher Educators and Parents in inculcating values in students**

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### **ABSTRACT**

Education in values also prepares student for the world of work. The attitudes and values of hard work, discipline, cooperation, communication skills etc. enable them to develop healthy interpersonal relationships at home and in school which in turn facilitates their better adjustment on the job. Values regulate and guide human behavior and action in our day to daily life. Values are embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretation of others reactions in what we are say and so on.

Values are formed on the basis of interests, choices, needs, desires and preferences. These comprise the nuclei of value formation. Values have a selective or directional quality. This paper mainly focuses on values, value education, role of the parents and teacher educators developing values regarding value education.

**Key Words:** Values, Value education, Role of the parents and teacher educators developing values in value education.

### **Introduction**

Education is necessarily a process of inculcating values to equip the learner lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society.

Life of individuals and communities and that of our saints, sages and philosophers are examples of values like self-discipline, survival in the absence of material resources, simplicity, handling conflicts without violence, exploring simple but revolutionary ideas as a mark of superior conduct and living

The concern for value education is reflected in our key policy documents from time to time. After independence the National Commission of Secondary Education (1952-53) was a significant landmark in emphasizing character building as the defining goal of education. “The supreme end of the educative process should be the training of the character and personality of students in such a way that they will be able to realize their full potentialities and contribute to the well-being of the community.”

The Report of the University Education Commission (1962) noted, “If we exclude spiritual training in our institutions, we would be untrue to our whole historical development.” The Report went on to make a case, not for religious or moral education, but for evolving “a national faith, a

national way of life based on the Indian outlook on religion, free from dogmas, rituals and assertions." The Education Commission of 1964-66 put the spotlight on "education and national development", from which perspective it identified the "absence of provision for education in social, moral and spiritual values" as a serious defect in the curriculum.

The National Policy on Education (1986) expressed concern over "the erosion of essential values and an increasing cynicism in society".

The Government of India's report on Value Based Education (Chavan's Committee Report, 1999) submitted in both houses of Parliament, provided impetus to resume work on value orientation of education.

The National Curriculum Framework for School Education (2000), echoing the National Policy on Education (1986), lamented the "erosion of the essential, social, moral and spiritual values and an increase in cynicism at all levels."

The National Curriculum Framework, 2005 echoed the vision of education where values are inherent in every aspect of schooling. The framework articulates the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi cultural society (p.2).

The NCF, 2005 particularly emphasizes Education for Peace as one of the national and global concerns. As the position paper on Education for Peace prepared by the National Focus Group as part of NCF, 2005 puts it, "Peace is contextually appropriate and pedagogical gainful point of coherence of values".

The shift of focus, over the decades, from religious and moral education to education for peace, via value education, parallels the shifting sense and sensitivities in the larger context of education. It is in such perspective; value education is subsumed in Education for Peace.

#### **What Value Education Aims at?**

Education in values also prepares student for the world of work. The attitudes and values of hard work, discipline, cooperation, communication skills etc. enable them to develop healthy interpersonal relationships at home and in school which in turn facilitates their better adjustment on the job. The employers too look for these qualities in their prospective employees. It is a common observation that the advancement in a career depends not only on the intellectual abilities but also the ability to sustain hard work, assume responsibility and ability to work in teams and cooperate with others. While educational qualification helps to enter a job, efficiency to deliver in a job is often dependent on qualities of perseverance, cooperation, genuineness, and hard work, communication and relationship skills.

At the individual level, fostering values in school students therefore needs to be seen as an investment in building the foundation for lifelong learning and promoting human excellence.

At the societal level, education for values aims at promoting social cohesion and national integration for transforming societies, nations and creating a better world.

#### **What are Values?**

Values regulate and guide human behavior and action in our day to daily life. Values are embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretation of others reactions in what we are say and so on.

Values are formed on the basis of interests, choices, needs, desires and preferences. These comprise the nuclei of value formation. Values have a selective or directional quality.

When preferences acquire certain definiteness, intensity and stability, these become the criteria for judgment, choices, action and grounds for decision-making in behavior. Value thus is considered to be an enduring belief upon which human beings act by preferences.

Values involve the processes of thinking, knowing/understanding feelings and action. These involve feelings i.e. strong liking for something, feeling deeply about the things one values and so on. People's actions often give us clues as to what they value. If we try noticing what a person does in

spare time when he or she is not being coaxed or threatened to do a particular activity, we may get some ideas about what he/she values. Generally, value refers to the 'desirable'. It is difficult, however to define what is desirable, what kind of things/actions are good. What is desirable today may not be a desirable tomorrow and what is desirable here may not be desirable elsewhere. Desirable is when our actions promote the general good in terms of the norms and ideals of a particular society and in terms of the consequences of our practices and action.

In the context of education we understand values on the criterion of their intrinsic worth without reference to any end. Such values are called intrinsic or eternal values which are good in themselves and in their own right and are not the means for something else. Values like truth, happiness, peace, beauty are considered intrinsic values and are desirable in any society.

Values are sometimes confused with norms. The term 'norm' is used for a relatively specific pattern of expected behavior and is obligatory. But value is a considered matter of one's choice. For example, Discipline is a value which could be adopted in every sphere of human activity but not everyone may follow it. Once a particular value is internalized by the person, it becomes a norm for that person in making judgment, preferences or a choice. It is because of the personal choice of what type of value a person prefers makes also values subjective in nature.

#### **How values are acquired?**

The educators' role is therefore (1) to facilitate the learners awareness, (2) to help them examine their choices and preferences, (3) enable them have dialogue on value issues and (4) expand their ways of looking at things, understanding situations and events (5) and act according to their well thought and responsible decisions.

#### **Role of the Parents on Developing Values**

Parents or home plays a dominant role in educating a child. Parents are more accessible to the child than other family member: "Mother is the first teacher and Home is the first school". The newly born baby is dependent on parents who nourish and bring it up. The elders at home teach the developing baby behavior, dress codes, customs, and aspirations and so on. The minds of children develop in the major way through the process of non formal education at home.

According to Pestalozzi "Home- A centre of love and affection is the best place for education and first school of child". Dynamic parenting is the right solution for the present value crisis. If the nation has to prosper improvement must begin with parents. Without the harmony at home, there is no peace in the nation. It is an unfortunate fact that 90% of children are pampered and spoilt by the parents themselves. We have to give them a sense of inner peace and contentment and achievement so that they can look at external indicators of success, as not only measure of wealth. If home is filled with the clear fragrance of contentment and peace, all its occupants will be happy and healthy. The elders have a great responsibility towards the generation that is coming up. In the upbringing of our children we have to give them an understanding of human values and a sense of control based spirituality. They should equip the children with certain factors such as: awareness of truth, a sense of responsibility, emotional maturity, communication skills, awareness of intellectual development, sense of judgment and observation, cultural awareness, development of personality, religious & spiritual values and leadership qualities. Parents play a great role in molding the child's character. The skills, attitude and emotions that make or mar the future of the child are to build during these crucial years. The mother and father are the first examples in social behavior that children see before them and learn to imitate. The parents should set their children on the right path right from their early years. They should not hesitate to correct them and even punish them when they take to wrong ways. They can show their love for their children by doing everything necessary to make them follow the right path. It is only when parents show firmness in dealing with their children that they will develop along right lines. Children should not see their parents worried, helpless, discontented or distressed. Parents must be exemplars of the virtues, which they want their children to imbibe. When the child grows up into a responsible citizen, he/she contributes back to the society many times over.

The parents must guide their children to follow the example of an optimist, for whom, the glass is half full, but not half empty. Parents must join the company of the optimist's eyes who see only flowers on the rose plant but not pessimist's eyes who looks at only the thorns beneath the flowers. So, the children must be guided to see the positive side of their life. Helping hands are holier than praying lips. The parents must train their children to be good, to do Good and to see Good. Parents must guide their children to become practical heroes but not platform heroes. The parents must provide education, which inculcates universal and ethical values like compassion, courage, honesty, tolerance and truthfulness that will help in developing balanced individuals and in creating a human society.

#### **Role of Teacher Educators in Value Education**

Education is a process of all round development of an individual-physical, intellectual, emotional, social, moral and spiritual. The teacher is expected to function not only as facilitator for acquisition of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based. Vivekananda has asserted: "Education is not the amount of information put into your brain and runs riot there, undigested all your life. We must have life building, man making, and character making assimilation of ideas. The ideal, therefore, is that we must have the whole education of our country spiritual and secular, in our own hands and it must be on national methods as far as practical."

The need of the hour is to have competent, committed and professionally qualified teachers who can meet the demands of the society. Prof. J.S Rajput in his capacity as the chairperson of NCTE has the right to expect from the teachers all the excellence in the output as well as interactions which develop knowledge and ethical values among students and create educative environment which could generate fraternity among fellow teachers and teacher educators. According to Rajput "talking of teachers and the multiplier effects of their work one must immediately revert to the teacher training institutions.

Following are the ways by which values can be imbibed among teacher trainees during classroom teaching and learning process:

1. Basic human values need to be encouraged in the classroom teaching. Teacher educators should inculcate in the minds of teacher trainees that a child is born with values, a teacher need to uncover them. Sharma's (1984) study identified a positive correlation between teaching aptitude, intellectual level and morality of prospective teachers.
2. Teacher educator must be clear about the values that he wishes to emphasize. A set of universal values will emerge that may include: honesty, peace, humility, freedom, cooperation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.
3. Values cannot be taught in isolation but the teacher can provide experiences and situations in which students can consider and reflect about values and translate this reflection into action.
4. Teacher educator can involve students in active games in the classroom to inculcate the values of fair play, honesty, courage, cooperation; respect and love are best learnt through interaction with peers having diverse cultural, ethnic and personality traits among teacher trainees.
5. Value education should be a process of developing the spirit of rational enquiry and self discovery.
6. Human values need to be cultured for the sake of the mind and the body in the students.
7. Learning how to focus attention and to actively listen while sitting still are other skills that promote reflective learning and good interpersonal skills.
8. Teacher educators should make teacher trainees need to know human nature. With loving attention and care one can bring out the positive human values in child.
9. In order to create a positive school ethos there must be commitment by the whole staff that value based education is central to the school's mission.

10. Celebrating current good practices is the key to encourage students to develop value based education.
11. Value education is most effective when the teacher act as a role model and ensures that it is at the heart of the school's philosophy. Students observe the enthusiasm, commitment and "the talk and walk" of teachers which creates the impetus that ensures that values lie at the core of the human existence. Singh (1989) identified a significant relationship between intelligence and value orientation gain for cooperation, dedication, scientific outlook and rationalization among B.Ed. students.
12. After the lesson stimulus, whole class discussion allows the value to be explored more deeply. So teacher educators must encourage healthy discussions and also motivate teacher trainees to participate and explore themselves.
13. Maintaining an ethos in the classroom that is positive and all inclusive, with a feeling of equality, will help children gain most from value lessons. Rajendra Prasad (2005) found that the most preferred terminal values of teacher educators were a world of peace, happiness and self respect.
14. Emphasis should be laid on respecting pupils and ensuring that they are not criticized frequently.
15. Introspection is central to the establishment of a school than embodies values. It encourages pupils to work on themselves and their own attitudes and behaviours before criticizing others.
16. Teacher educators must develop competencies in teacher trainees to teach on the basis of the accepted principles of teaching and learning. In a nutshell, it can be said that a teacher educator is the teacher of future teachers which means a lot-a double responsibility.

There is need of value education in teacher education curriculum which involves "educating the heart as well head". Learning to live together becomes the most essential pillar of education. It promotes the values (for example: peace, tolerance, human rights, democracy, justice, equality etc.) for teachers, teacher educators, education planners and administrators. This is a major issue which needs utmost attention and follows up to enhance and save the quality of our education system.

### **Conclusion**

The society, school and the teacher have to play variegated role in the light of changing course and situations. The new set of values is emerging and thus all the values are to be explained in the new context with their relevance. The modern concept of education is highly valuable for practice in the Indian scenario, "schools come to community and community goes to the school". The National Curriculum Framework (2005) is comprehensive and should be implemented throughout the length and breadth of the country. The value of education, peace and its acculturating role needs to be narrated by the teacher in the right context. The new concepts emerged in education; liberalization, privatization and globalization as well as intelligence, emotional and spiritual quotient; are primarily to be narrated for scientific understanding of the children. Values are not absolute (Pragmatism) but changing.

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