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ARTICLE

## Value – Education & Teachers

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### INTRODUCTION

We can see or hear scandals, arrests, corruption, scams, rape cases etc. every day in our life. These all cases compel us to think about deterioration of 'values'. Values give us humanity, as well as one can find in them aim of life.

When a child is born, he/she is just a mass of protoplasm thrown into the lap of society. Gradually the development of his / her self begins in contact with the outer reality. At this stage we can say the pillars on which the citadel of style is built, are the values, which develop through an interaction of needs, perception, emotion, sentiments and attitudes.

It is well known that values are guides to human behavior and the school-years are crucial for developing one's system of values.

### NATURE OF VALUES

The term value stands for 'intrinsic worth'. Whatever is actually liked, prized, esteemed, desired, approved or enjoyed by anyone is valuable. An interdependent accepted and consistent set of value is called 'value-system'. Value is a broad disposition which includes a number of beliefs and attitudes, for instance kindness is a value. A value is a collection of belief and attitudes.

Broadly the entire gamut of values may be classified into two types:

- (1) The internal, absolute or root values.
- (2) The temporal and mundane values.

Moral and spiritual values are root values. They take us out of ourselves and inspires us to be good and to do well to others. The mundane values include contextual values social, cultural, economic etc.

Values are not static, values evolve and mature as experiences evolve and mature. Man values education as a sacred triangle, where education is a vital medium to imbibe, foster and perpetuate values in man. While teaching of facts (Sciences) makes man wise, the teaching of values makes him truly human. Education is capable of developing strong and abiding values. Everywhere and at all times, education has been built on value-system, conducive to the development of physical, intellectual moral and spiritual life. It activates the latent capacities to recognize 'truth', 'duty' and 'goodness'.

Values are like a vehicle, modes of our being and form of behaviors which make us supremely human. Now a days so many factors like as show cause modernization, westernization and materialization. **So the clouds of values are dark in the sky of life, but there is always a silver lining in dark clouds.**

### EDUCATIONAL STRATEGIES

"Man may be made better not as consequence of education but during the very process of education". The value-orientation must become an integral part of weaving the values into the wrap and whoop of the curricular and co-curricular programmes. It has to be done from the early stage of education in order to have a lasting effect on the future conduct and the way of life of the adult. Appropriate educational approaches and systematic teaching strategies spontaneously cultivate the inculcation of values.

### TEACHING STRATEGIES

The educative process or value-orientation will be effective and efficacious only through the multipronged teaching strategies. The prevailing formal system alone will not do. All the three strategies formal, non-formal and informal channels working simultaneously will bring rich dividends.

### FORMAL EDUCATION

The universe seems to have been bifurcated into two worlds, the world of facts and the world of values. Science has highlighted the facts and ignored the values. But it is not true, we can see the world as a coin with its sides. Each side is a complement to the other. In this way science can teach facts as well as values i.e. when teaching "blood-transfusion" in biology, we must highlight the immense good the "blood donation" can do by serving the

sick and suffering humanity. If the analysis of data of all these sciences does not reveal the immense of values, how can students be earnest about values? If science teaching does not help children to look at the day to day problems and prejudice and opinions objectively, it has not developed in them scientific attitude which is so essential in value formation. Our education must reflect the unity of facts and values.

### INSTITUTIONAL CLIMATE

Of all the process of Education – aims, curriculum and methods, the most effective and influential is the institutional climate. Teaching of values through formal method has provoked an interesting question – should values be taught or caught? The ideal compromise is to fight on both fronts by accepting that values are taught and caught. Knowledge (Gyanna) precedes action (Karma). The “value-knowing” issues forth in moral conduct. The trinity of the functioning of mind in its cognitive, affective and conative (knowing, feeling and willing) cannot be brushed under the rug. **Value in education without the perspective is a blind effort.**

### GUIDANCE FOR TEACHER

Guidance for teacher to teach values through an interactive process, has been done for primary section by ‘Bal-Vikas’ education through SIQE (State Initiative Quality Education).

Teachers’ creativity and resourcefulness should radiate the greater value lesson for the learners. Teacher’s role in value-inculcation is more fundamental and onerous.

The demonstrable conduct and righteous way of living of teachers is sure to inspire and stir. The teacher who lives by values and whose actions are not in conflict with his words, will be in a happy position to speak about values with strength, clarity and confidence. Thus motivating pupils to internalize the values. Such a person, free from hypocrisy and falsehood, promotes the value standards of his students by being empathic and appreciative of their feelings and strengths. Inter human process of inculcation of values has greater promise and potential in non-formal and informal education. Included in the non-formal system are the mass-media of communication, the extra-curricular activities, team games and sports and social service programs which help the young ones to inculcate many values like tolerance, cooperation, mutual regards (Prema), goodness (honesty and integrity). The motivational aspects of extra-curricular activities are far too many than listening to lectures, talks and exhortations.

Value education will be strengthened with the ancillary services like Sarva DharmaPrathna, Silence-sessions, storytelling and illustrative poetryrecitations. In this way the role of the teachers is the most important in value education.

So a teacher's role is very vital in molding the future of child and the future of country.

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