

Value Orientation in Education

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Education in general and value education in particular occupies a prestigious place in the modern context of the contemporary society. The problem of value education of the young has assumed increasing prominence in educational discussions during recent times. Parents, teachers and society at large are concerned about values and value education of children.

Values are described as the socially defined desires and goals that are internalised through the process of conditioning, learning and socialization. Real Education is value based. The values have tremendous power to beautify the face of the planet. Striving for truth, compassion for creatures, respecting mother nature, standing by the side of honesty, working for the poor, being humble, respecting relationships, caring for elders in society and the like have the power to vivify our world, spreading peace and harmony. And ultimately, this is the sacred purpose behind education.

The life and career of the student are shaped and moulded in his "alma mater". Hence, the school itself is called "the Mother". The attributes of training and instruction last from the cradle to the grave. The school must first act as an extension of the family and at the same time should supplement the home facilities. There should be proper patterns of behaviour in the relations between children, and adults, between the head of the school or a college and the staff.

The teacher occupies a pivotal role in imparting value education to the students. If the teacher met pupils only in classes where some particular area of academic matter is the central point for discussion, their understanding of pupils will be quite inadequate for a relationship in which the complex value of interests of pupils are seriously handled.

Children have an identity of their own and a personality of their own. And ALL LEARNING is definitely linked to the child's "individual" character. On delving deeper one would understand that all learning is inextricably linked to a child's domestic as well as social environment. NOT ALL learning difficulties, therefore, stem from the actual teaching in a classroom situation. Though normally it can be said that the teachers are at the receiving end for a child's poor performance.

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It is probably by accident that we discover the other associated problems that a child faces at home. The net result is that we "teach" without really focusing on the learner. A teacher can be successful in teaching only if he/she is well acquainted with the child's background. Sometimes weak students are not able to perform well in studies because of factors that extend beyond the classroom.

There are innumerable cases of students living in an environment that is not all conducive to studies and the teachers are very often ignorant about the students' background and end up running down a child's psyche by pitching into the child with very offensive remarks in front of the whole class.

We can effectively design a "**Teacher Guardian**" system in which a teacher has to visit a student's home in a month in order to ascertain the home environment of the child. The teacher has to make a minimum of two visits to the student's home. The advantage of a home visit is that the actual conditions at home are accurately assessed by the teacher. Very often, parents lie about the domestic situation and try to cover up their own shortcomings. Once a teacher visits a child's home, he/she is able to build a very friendly rapport with the child and his parents. This is very important because once this is established it becomes easier for the teacher to solicit advice and help the parent in improving the child's performance.

The teacher then has to file a report on his visit (which is used to monitor the progress of the child before and after the visit). Given below are some of the interesting questions that the teacher has to answer in his report.

Perhaps as parents we could ask ourselves some of these questions:

- (i) "Do the parents know the names of the child's best friends and also the students that he/she does not get along with?"
- (ii) Do the parents know the names of the teachers that the child likes and also that he/she dislikes?
- (iii) What activity gives the child maximum pleasure?
- (iv) What plans do the parents have for their child's future?
- (v) Suggestions given by the teacher to the parents.

If we are truly interested in helping students to learn better and to grow into healthy individuals then, as teachers and Principals, we must not neglect this very important aspect of a child's life.

Unfortunately education is becoming day-by-day more or less materialistic and the value traditions are being slowly given up. The Modern India is being educated mainly with the bread and butter aim of education and as a result most of our graduates run after money, power, and comforts without caring for any values.

The degeneration in the present life, the demoralization of public and private life, the utter disregard for values etc., are all traceable to the fact that moral, religious and spiritual education is being deliberately neglected in our educational system and therefore this is bearing on the indifferent attitude of the students towards their teachers and elders. On the other hand teacher educators and teachers are not being clearly oriented to the national values and ideologies that they have to inculcate in the students. Hence they are not in a position to play their role as value education. The birth of coaching institutions is commercializing education. Formerly teachers were less paid but they looked upon their work as a noble mission. They were committed to their students, to their subjects and to their profession. Today, in contrast it is said that high U.G.C. salaries are available but the commitment is lacking. The "Challenge of Education" document observes – "Many undergraduate teachers working in the affiliated colleges work for few hours a day, a few days in a week, and a few months in a year. Many teachers spend their time in taking private tuitions or teaching in coaching classes".

When the concept of higher education is reduced only to passing of examinations and obtaining a degree, when teachers are not committed and where academic atmosphere conducive to the pursuit of scholarship is not available, the students tend to loose their interest in studies and look upon the college years as only a waiting period till they get some job on the attainment of a degree. They tend to induce in superficial studies, irrelevant activities, indiscipline and even campus violence. The leadership role of the Principals will go a long way in creating a proper atmosphere in order to enable the students and the teachers to give their very best and in developing not only the infrastructure but also inculcating values by promoting both curricular and co-curricular activities. Education must reflect value for life, concern for environment and promotion of national and international understanding.

As the magician knows the trick behind his magics, so he is not bewildered by the manifest, similarly Education makes us reach this latent knowledge, so that every individual perform great magics in his life without being perturbed. Education is a facilitator in making this seemingly complex world, relatively simpler. Thus, in our educational reconstruction the problem of an integrated

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perspective on values is pivotal, for its solution alone can provide organic unity for all the multifarious activities of a school or college curriculum and programme. An integrated education can provide for integrated growth of personality and integrated education is not possible without integration of values.

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