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Need of Value Education: Today

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Abstract

The very purpose and main function of education is the development of an all-round and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that our children can help make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation. But, nowadays, more emphasis is unduly laid on knowledge-based and information-oriented education which takes care of only the intellectual development of the child.

Values are determinants of human behaviour. They play a vital role in the lives of every individual. They endure and facilitate standards that guide the conduct of human beings. It is the challenging one in the 21st century. Values are not inborn in nature. No one is born with a set of values relating to events, situations, practices, individuals or institutions. These are shaped, natured and developed at home and educational institutions. "Education without values is of no use" Today, our education is only for the heads and hands and not the hearts. Lack of Value Education has been an important factor in the global scenario of growing violence and terrorism, pollution and ecological imbalances. School has to play a major role to inculcate the values. A teacher who lives by values exercises a profound influence on students. It can be implemented through curricular as well as co-curricular activities. Our educational system should therefore aim not merely at information based knowledge, but on the inculcation of values that guides the students, in the desirable use of the acquired knowledge and skills, thus moulding them into ideal / positive human beings and useful members of the society. The teachers only can do the positive changes in the society. The present article is an attempt to insist the importance of value education for the future generation and save our nation. Keywords Value Education, Role of Teacher, Present Education System.

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Introduction

The very purpose and main function of education is the development of an all-round and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that our children can help make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation.

But, nowadays, more emphasis is unduly laid on knowledge-based and information-oriented education which takes care of only the intellectual development of the child.

Consequently, the other aspect of their personality like physical, emotional, social and spiritual are not properly developed in providing for the growth of attitudes, habits, values, skills and

interests among the pupils. It is here that we talk in terms of value-education. A complete description of what value-education is, could entail a study in itself.

There are corroborating findings, by many researchers. After analysing and studying the descriptions (about value-education) of such researchers the definition of value-education may be started as follows:

Value-education is a many sided endeavour and in an activity during which young people are assisted by adults or older people in schools, family homes, clubs and religious and other organisations, to make explicit those underlying their own attitudes, to assess the effectiveness of these values for their own and others long term well-being and to reflect on and acquire other values which are more effective for long term well-being.

Value- education, is thus concerned to make morality a living concern for students. Hence, what is needed is value-education. Despite many educators and educationists' description regarding value-education, it cannot be denied that continuing research will continue to making the description of value- education more adequate.

Traditionally the objectives of value-education were based on religion and philosophy. There was no secular value-education; but in today's modern world, this has been taken as very much essential.

Accordingly, the objectives for value-education may be taken up as follows

1. Full development of child's personality in its physical, mental, emotional and spiritual aspects.
2. Inculcation of good manners and of responsible and cooperative citizenship.
3. Developing respect for the dignity of individual and society.
4. Inculcation of a spirit of patriotism and national integration.
5. Developing a democratic way of thinking and living.
6. Developing tolerance towards and understanding of different religious faiths.
7. Developing sense of brotherhood at social, national and international levels.
8. Helping pupils to have faith in themselves and in some supernatural power that, is supposed to control this universe and human life.
9. Enabling pupils to make decisions on the basis of sound moral principles
10. Evolving the evaluation criteria on value-education.
11. Suggesting measures for better utilisation of value-education.
12. Finding out the interests of pupils in relation to different aspects and activities of value-education.
13. Clarifying the meaning and concept of value-education.

Need for the inculcation of value-education

Again and again, like a boomerang, the question that bursts out is "where have the values gone?" While making an attempt for answering this question, one notices a conscious and conspicuous shifts in the latter-day educational philosophy from a cognitive to kinetic development of the pupil.

A wide range of values of moral, aesthetic and social nature that have evolved during the marathon march of the human civilisation is posing before us a crisis of priorities: which of these values is to be cultivated and what is the appropriate stage of doing so?

Hence, the issue becomes all the more jumbled when it comes to fixing up of the responsibilities: who is to inculcate values? — parents, leaders, the affluent, the business tycoons, thinkers, artists, teachers? The easy and obvious answer is — “the teacher is the prime inculcator of values because the young are under his or her formal care”.

Whatever may be the answer! Really speaking, it is not enough just to know about values, because values have to be practiced. Our country is undergoing radical, social changes. So, the students who are the future citizens of tomorrow have to be oriented to respond to and adjust with these social changes satisfactorily by equipping them with desirable skills and values. The Modern India has committed to the guiding principles of socialism, secularism, democracy, national integration and so on. These guiding principles should be emphasised in the educational system and suitable value; are to be included in the students for promoting equality, social justice, national cohesion and democratic citizenship.

With these aims in view, radical reforms in the present lop-sided education are to be introduced and all attempts need to be made for developing well-integrated personalities for our individuals. Hence, the need for inculcating desirable values.

India is known for its rich cultural and spiritual heritage, and the need for a value-system through education has been felt and recognised through centuries. Value system play an important role in any decision making process. In fact, every human action is the reflection of personal and social values.

Modern age of science and technology has created many evils. Violence, immorality, egoism, self-centeredness, frustration are rampant everywhere. The world has already experienced the horrors of modern wars during WORLD WAR I and II. It has been the victim of passions and evils like violence, jealousy, national superiority and arrogance. That is why, in spite of wonderful, scientific achievements the world is a place of violence, gloom and unease.

In the midst of material prosperity, a large section of humanity is under the grip of immorality, poverty and corruption. Thus, man has been the monarch of entire world. Now, such unsatisfactory situations have arisen due to crises of values.

Hence, inculcation of desirable values in the student is felt essential to find out the answers to such questions as:

- a. What exactly is the wrong thing that is existing in today's entire educational system?
- b. How can international harmony and peace be promoted?
- c. How can social justice and also fellow-feeling be ensured in the modern world?
- d. Which things can be considered to be the most important causes for the outburst of crises that is seen or witnessed by all of us today?
- e. How can mankind carve out for itself a preferred future of peace and prosperity? etc.

The Kothari Commission has very rightly observed “the expanding knowledge and growing power which is placed at the disposal of modern society must, therefore, be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values”.

Now, looking at today’s situation which is developing very fast, it is equally important for us to give a proper value-orientation to our educational system. Hence, after India gained Independence, continued attempts have been made for inculcation of right values in the students at different stages of education.

Accordingly, the National Conference On Minimum Curriculum Standards for primary stage organised by NCERT (National Council for Educational Research and Training) in July 1970, emphasised the importance of inculcating in the students moral and spiritual values which form a part of our culture viz., honesty, kindness, charity, tolerance, courtesy, sympathy and compassion.

Values are not inborn in nature. No one is born with a set of values relating to events, situations, practices, individuals or institutions. These are shaped, nurtured and developed at home and educational institutions. Education is a personality building process. It has always been linked with society. It has both a personal and social dimension and like the two sides of the same coin. Mahatma Gandhi considers values an inseparable component in the full flowering and development of personality. For him every value component is a typical way of life that distinguishes one human being from another. Thus the personality of a person that characterizes his individuality finds an appropriate avenue of self-development. We are living in a world of Paradox. On the one hand science and technology are advancing very fast, while on the other hand most societies are facing problems of alcohol drug abuse, mental illness, stress crime etc. Therefore, value education should be introduced at early stage and mould them. Our Constitution of India which embodies the ideals, hopes, values and aspirations of the people of India states. WE THE PEOPLE OF INDIA have solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and secure to all its citizens – Justice, Liberty, Equality and Fraternity. Values are determinants of human behaviour. They play a vital role in the lives of every individual. They are enduring and facilitate standards that guide that conduct of human beings. Education for values should conform to the truth. All values are dominated by the individual first and then by the society. Vallabhai Patel, the great architect of modern India, once observed “Education without values is of no use”. Nowadays we have seen that the transformation of Education from ‘Gurukul’ education to cyber space education. Today the situation is – corruption, nepotism, favouritisms, terrorism and deception are the dominating features of our national life. A child gets his/ her first lesson in corruption when he/she finds his/her parents going to different quarters for getting recommendation for his/her jobs or admission to good schools and colleges. They find parents paying donation for that purpose. The level of a corruption gets magnified as the college students learn from experience that jobs are not available on merit, but on the basis of high recommendations from politicians and even on the basis of money. A student from his school carrier to higher education finds corruption,

artificiality and dishonesty play very vital roles in this modern society and that he/she does not understand why it is so. According to Gandhiji, real education did not consist in packing the brain with information, facts and figures or in passing examinations by reading the prescribed number of books, but by developing the right character. At present, our education system is largely involved in preparing the younger generation for developing their cognitive domain. It is mainly based on the preponderance of public examination and excessive competitive spirit at the cost of developing the more important effective domain. Today, what is being done, is to educate the heads and hands and not the hearts. Lack of Values. Education has been an important factor in the global scenario of growing violence and terrorism, pollution and ecological imbalances. The Rammurthy committee Report (1990) recommended that the imparting of value education should be an integral part of the entire educational process. The same Kothari commission (1966) also mentioned to implement the importance of moral education in all schools. Real Education should enable one to utilize the knowledge, It has acquired to meet the challenges of life and to make all human beings happy as far as possible. In order to achieve this, Value education should begin at the grass root level such as Pre-Primary, Primary stage and continue throughout school, college and university education. The time and duration of such instruction should vary depending upon the school factors, Who will give the value orientation? It is not the responsibility of any single teacher. In fact, every teacher should be a teacher of values. It should not be the sole responsibility of teachers only. In an informal way, parents can transmit values to their children. Community members also have a crucial role to play in this regard. School has to play a major role. The following personal can render useful service to humanity by helping children and youth.

- Experienced teachers
- Spiritual leaders
- Retired Head Masters
- Social Reformers

What values are to be inculcated nowadays among the children and youth? The various Commissions suggested the following values are social, moral, spiritual, national and humanity. Unity and integration of our people, World citizenship, small family norm, Equality of gender, Caring for welfare of the society and the nation. How we can implement the values, Values can be implemented through curricular as well as co-curricular activities in the schools.

CO-CURRICULAR ACTIVITIES

Every subject can be means of building good character and values can be integrated into every lesson. In mathematics, instead of directly giving the addition, subtraction, multiplication or division, the same can be given with the help of statement which contain values. We can add the positive values and subtract the negative values in our life. Everything in nature has lesson to teach. For example, we can say while blowing up a balloon if a person blows too much air into it, it will burst. Similarly, if we are too greedy and acquire more and more material wealth, sooner or later, we will have some problems. Various countries produce different types of agricultural products which are exchanged through export and import. So in this world we are inter-

dependent. We should develop a sense of gratitude towards others who work to provide food. More historical personality's life influences the younger generation. For example, the great leader like Abdul Kalam, mother Theresa, Swami Vivekananda etc. The teachers motivated the students to read their life history. Through Language and history, we can teach the above mentioned topics. Some of the co-curricular activities into which values can be easily integrated are sports and games, drama, debate, poetry, field trips, art, craft, music etc. We can use some techniques to introduce values. Morning Prayer, thought for the day and inspiration speech are inducing the students to think positively in the whole day. Interpersonal skill can practice the students in friendly way.

SILENT SITTING

Children can be encouraged to sit silently for a few minutes every day. With constant practice this will lead to peace, improved memory, concentration and self-control. Every day prayers and a few resolutions can be said during the assembly in order to help the children think positively. Music and group singing can enhance whatever value is being taught as well as instil feelings of peace, love and joy.

STORY-TELLING

Stories with good morals can be thought in the class by the teacher as well as by children. Pictures and puppets can be used to inculcate all human values among the small children. Group activities like role play, motivation games, quiz game; drama and creative work promote human values. Education should become an instrument of social, economic and political changes and thereby directed towards the realization of the national development. Therefore, the universities should develop nationalistic feeling among the students. There is a need for strong patriotism and a spirit of commitment. Universities and the academics have the special responsibility to kindle the dying patriotism and national integration. Our teaching can be made more meaningful by imbibing the importance of the noble values of life such as concentration, chastity, truthfulness, tapas, wisdom and love.

- Create awareness about the problems of future, especially those related to food, water, energy, environment, pollution, health and population.
- Give equal importance to all students irrespective of caste, creed, sex and money.
- Ensure social equality and justice.
- Develop the qualities of character and strong leadership.
- Organize field activities among the poor, oppressed and suppressed sections of society, with the students.

TEACHING VALUES

Swami Vivekananda said, "Man is a combination of animosity, humanity and divinity". To awaken the human and divine qualities, man needs education of values particularly positive values. A teacher with a positive attitude has all the potential for any type of teacher development. A teacher who lives by values exercises a profound influence on students. Prof. Kireet Joshi emphasizes, "The secret of teaching values is to inspire and kindle the quest among students by means of one's own examples and mastery of knowledge. It is by embodying values

within ourselves that we can radiate serious values to our students. Positive values are better transmitted than taught. Grurudev Tagore said, “A Teacher can never truly teach unless he / she is still learning himself / herself. It is rightly said that A lamp can never light another lamp unless it continues to bear its own flame”.

CONCLUSION

Our educational system should therefore aim not merely at information based knowledge, but on the inculcation of values that guides the students, in the desirable use of the acquired knowledge and skills, thus moulding them into ideal/positive human beings and useful members of the society. On that day Swami Vivekananda said “Give me 100 youths so that I will make a strong India” But today here students ask, we have more than 1000s youths, where is Vivekananda? They are searching the good leaders in the society. The value Education makes inspired thoughts of good leaders and save our nation from corruption.

The above discussion stresses again and again the importance of the need of value-education. Value-education involves exposing students to a whole series of values in their complete totality. I helps to bring about an improvement in the child’s thoughts, ideas attitudes, interests, emotions, sentiments, personality and character.

Really speaking, value-education influences all aspects of a person’s growth and development. Thus, value- education consequently, is an integral part of education which cannot be separated from the educational process. Value-education has to be placed, therefore, at the centre of the educational endeavour.

Schools should be induced to create a climate of values which should run various activities and would be conducive to the promotion of values among students, teachers, parents and educational administrators. Programmes of value- education should incorporate values of integral personality in all its dimensions — physical, vital, intellectual, aesthetic, ethical and spiritual.

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