

“VALUE EDUCATION- THE NEED OF TODAY”

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ABSTRACT

Values involve individual feelings, ideas and beliefs, an individual operates according to a system of values. Everything he does, every decision he makes, comes from within, conscious or unconscious system of values. Indian culture had adopted, since ancient times, the four types of value systems, or “Purusharths” which are Dharma, Aratha, Kama and Moksha. In the Indian context, information regarding human values is found in Vedas. Later on, the instructions in the scriptural texts were regulated in a value system called ‘Dharma’ which is the Sanskrit word for value. The word ‘Dharma’ comes of a verbal root ‘dhri’ which means ‘to uphold’, ‘to support’ and ‘to maintain’. Similarly, Dharma is also prescribed in terms of Varna Dharma, Ashrama Dharma and Sadhana Dharma. In the words of Ashoka the great, “India’s conquest is through Dharma or righteousness.

INTRODUCTION

The Dictionary of Education (1959) defines values “**As the things in which people are interested- things they want to desire to be or become; feel as obligatory, worship or enjoy.** Values involve individual feelings, ideas and beliefs, an individual operates according to a system of values. Everything he does, every decision he makes, comes from within, conscious or unconscious system of values.

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Ancient Indian society taught peaceful coexistence of multiple sections of people. “Ahimsa” is the latest addition of India’s contribution to this value system. Thus, education in ancient times emphasized imparting of values to students besides knowledge. The ideal was “Wisdom with knowledge”. The teaching was personalized and the ancient Gurukula system of education was there for moral achievements and quality of life in that period. The first lesson at Gurukula was of

tolerance, sharing and love. Guru (the teacher) and Gurumata (the wife of the teacher) treated the students as their own children. The students used to imbibe the values of the teacher and treated him a “role model”.

Today, we see that several commissions and policymakers have emphasized the fostering of universal values in our students. Kothari Commission, National Policy on Education, Programme of Action have all highlighted the importance of value education. National Policy on Education, says, “Education should foster universal and eternal values. Such value education should help eliminate religious fanaticism, violence and superstition”.

There is an urgent need to revamp the entire educational system to make value education an integral and important component of education. This should not be confined only to elite schools but should cover the entire educational system in the country. There is no doubt that teacher’s role is of pivotal nature, and both school teachers as well as teacher educators must share the responsibility. However, teachers alone cannot bring about the desired results. All the stakeholders including parents, principals, management, community all have to realize the responsibility and must support the efforts of schoolteachers.

It is the value education which develops the competence of recognising the universality of human aims and aspirations. Value education gives directions for the efforts to build a universal culture of humanity. It imparts knowledge skills and moulds the attitudes. Value and character provide ethical foundation to lead a meaningful life. Humanity values are moral criteria. Value education is the pathway to global paradise.

If money is lost, nothing is lost.

If wealth is lost, something is lost.

If character is lost, everything is lost.

The above quotation underlines the importance of character in human life. Character is an abstract term, but it can be realized by the society. Character is the high profile value in anyone’s life.

“Destiny of India is being shaped in the classrooms.” - Dr. Kothari

This statement puts a huge responsibility upon the educational process, which in turn is the responsibility of the teachers. The statement is made with the belief that teachers can perform very well and without implementation of value education at all levels of education this statement cannot become true. An attitude of exploiting every relation is developing to meet the need of greed. Introduction of value education in the curriculum was the strong recommendation of J. P. Naik.

Value Education is not only the national priority because of growing destructive attitudes. Nowadays, divided families are facing the problem of imparting Value Education due to unavailability of time and changed lifestyles.

MEANING OF VALUES

- Values are bricks which are used to build the strong wall of character.
- The factors that control the behaviour by governing the attitudes of an individual are called values.
- Values are behavioural aspirations which are to be followed by citizens.

ESSENTIALITY OF VALUE EDUCATION

Without education, we cannot see beyond ourselves and our narrow surrounding; we turn blind to the reality of global needs. Similarly, without Value Education, we cannot realise how people of other castes and races as well as religion share the same dreams and the hopes. It is noteworthy that without Value Education, we cannot recognize the universality of human aspirations. A growing consensus holds that Value Education can help both to reduce human right violations and contribute in building a peaceful society.

It gives respect for the human right and fundamental freedoms. Value Education is for promotion of understanding, and increased tolerance. It helps to maintain sense of similarity among different racial, religious and linguistic groups. Value Education teaches the common language of humanity.

The importance of Value Education and character formation in the global context cannot be ignored. Universal and effective human rights protection can only be achieved through implementation of Value Education.

In this post independence years, India has brought about a remarkable political, industrial, social and economic transformation with values of social and national importance being given exceptional attention. The father of the national Mahatma Gandhi describes the Value Education as an important instrument for maintaining global peace.

NEED AND IMPORTANCE OF VALUES

The all round development of an individual consists of the three – fold development viz. physical, mental and emotional through the educational process. Mental development of human beings makes humanity far superior to other animals. Value Education affects the psychological domain of all round development thereby removing animality and awakening humanity.

The significant role played by the Value Education lies in that it nullifies the distance between formal education and essential education for sustainable development. Implementation of Value Education is not only the problem of India alone but of developed countries too. The national safety is remarkably threatened in both developing and developed countries.

The significance of Value Education is internationally understood and efforts are being made to educate the citizens formally and informally. Informal modes of Value Education consist of the involvement of print and electronic media, social work, and national as well as community festivals. Through curriculum, co-curriculum activities, scholastic healthy atmosphere, student incidents etc. values can be inculcated formally. Value Education enhances effective but fearless participation of an individual.

VALUES IN EDUCATION

Aim of Value Education should be to enable the student to become truly Indian, really modern and deeply human. Values are socially approved drives and goals. A value is always an experience, not an object. Values belong wholly to inner world, to the world of mind. Values are common to all fields of human activity, but education is looked upon as the most effective instrument for inculcating values.

Teaching is an interactive process and values are understood by the deductive method. Every discipline is not only intellectual in nature, but also is a repository of values and attitudes i.e. lessons

in language and literature may contain noble ideas about courage, patriotism, loyalty, friendship, aesthetics, humanism etc. Social Science may contain ideas about secularism, community service and hard work. Economics may teach the value of thrift and saving. Civics teaches how to be law-abiding citizens and care for hygiene and environment. Mathematics teaches how to plan and concentrate on finding solutions, value of accuracy etc. Science encourages objectivity and truth. The foregoing remarks do not imply that different subjects should be used deliberately as instruments of Value Education.

IMPLICATION OF VALUES IN TEACHING LEARNING PROCESS

A proper management and planning of Morning Assembly, for example, has tremendous scope for teaching good ideas. Assemblies are a great source of reflection and deepen the understanding of values. Similarly, group work, sports, birthdays of national figures etc. will have a positive impact on the impressionable minds. Children learn not only from their teachers but, also from their peer groups. Teachers must encourage their children to appreciate different cultures and value diversity. It will also lead to national integration as well as globalization.

Today, educators around the world are concerned with the problem of how best values can be imbibed and internalized by the students. Many innovative ideas are coming up and some of them are actually practiced. One such program that has caught the imagination of authorities in many countries is the “Living Values Education Programme” (LVEP) which is being experimented with in Australia, China, India, Indonesia, Japan and many others. The aim of LVEP is to create value – based learning environment.

Students and teachers live together in an educational setting. They learn to respect each other. While most of the settings are schools; there can be others such as day care centres, youth clubs, health centres, picnic spots etc.

Living Values Education Programme (LVEP) is a comprehensive program which encourages developing interpersonal, social and emotional skills. Games, artistic activities like songs, dance, discussions – all are part of the program. Children learn to perceive and understand values like respecting diversity, tolerance, cooperation etc. in such programs.

VALUE EDUCATION IN TEACHERS TRAINING

In Value Education, the teachers’ role is vital and central to the whole scheme, though other concerned are no less important. “Value Education”, should be an important component of teachers’ training.

The role of teacher educator precedes and is prior to that of school teachers because it is the former who has the responsibility to train the school teachers. Teacher’s education is essentially a value – laden activity concerned with the development of the “total” or “complete” teacher who would help children to learn and grow. Apart from educational theory, the trainees have to be made aware of issues like globalization, peace, democracy etc. If the teacher is really committed to the values, he would practice them in his own life. Students would imbibe the values as the teacher functions as a role model. Values have to be caught; they cannot be taught directly.

IMPLICATION OF VALUES IN TEACHING TRAINING PROCESS

“Value Education”, is a process of inducing learning. Value Education should encourage critical and reflective thinking. It should enable them to care to feel concern, to act. The teacher has to be trained to function as a facilitator who stimulates and sensitizes the learners with reference to real life situations.

Value Education should be planned as a school project, integrated into every aspect of the curriculum, pedagogy and activities, involving all the teachers as a team as well as the organizational and decision – making structure of the institution. Though the teachers have a major role, it is not teachers alone who should be responsible. It is the result of collective efforts of teachers, parents, principals and community leaders.

The professional ethics for teachers in itself is a complete program for Value Education. Teacher educators should themselves practice and imbibe important and essential values in order to become effective Value Education teachers. Apart from “commitment” and “sincerity” for his profession, the teacher educator should have a “zeal for continuous learning” and a genuine concern for the growth and development of his trainees and students.

CONCLUSION

The foregoing discussion should not lead to the conclusion that “teachers” alone are responsible for Value Education. No doubt they are the most important of all the concerned people. But the success of any program hinges on the degree of commitment on the part of other components of the school community parents, management, friends, classmates, educational authorities and society in general. “If value education is restricted to the curriculum of schools, the results can be nothing but limited and biased” (Socket, 1992). The facilities in school, functions, and programs the whole school atmosphere plays a significant part in the development of the students. Values have to be embedded in the system. Once Value Education is embedded in the system the task becomes easier. Pupils are to be encouraged for self – reflection.