

Periodic Research

Importance of Value Education in Present age

Abstract

Education empowers human being. It is the path of peace, progress, power and prosperity for an individual, society nation and the world. Its sublime ideal is confined not only to physical and material progress of the society and the world but it's essence lies in breaking the boundaries of this materialistic world and physical nature of life. In the present scenario we see a lot of physical, mental, material and technological development with tension, violence, hatred, bloods - shed and cut throat competition prevailing everywhere. It seems that education lack something in its system of inculcation of values.

Values are those principles or standards which help to make the qualities of life better. They form basics of character formation and personality development. The values that spring from the core of the heart like love, compassion, sympathy, tolerance etc. lay the external practiced values like honesty, discipline, punctuality and loyalty.

These values are necessary for stability of the society and world. Valueless education cannot help society, nation and world to get rid of the possession of rampant corruption, unlawful activities, inhuman behavior etc.

Therefore there is an urgent need to reintroduce value based education to redesign the fabric of our educational system. This paper will highlight the importance of value education and role of teachers, school and society in the inculcation of values.

Keyword: Empowers, Physical, Violence, Incultation, Punctuality, Activities, Possession

Introduction

The ultimate good of human society is good of all and values are those principles / standards which help to make the quality of life better. The central task of value based education is to develop men/women of good will who value both self and mankind. The values that spring from within the heart like love, compassion, sympathy, empathy and tolerance lay the foundation of external practiced values like honesty, discipline, punctuality and loyalty.

The Education Commission emphasized the inculcation of values of cooperation and mutual regards, honesty and integrity, discipline and social responsibilities. Education is not just a matter of training of mind. Training brings efficiency but it does not bring completeness of knowledge. The commission stresses upon the development of scientific temper of mind, respect for manual labour, capacity to put in hard and responsible work, respect for a proper pride in the past faith and confidence in future, national consciousness, spirit of social service for promoting social and national integration.

The rapid growth of science and technology has been accompanied by alarming increase in the value degradation in our country along with all over the world which is visible in the form of ecological imbalance, increase in crime rate etc. Valueless education system is responsible for breaking the very structure of our society, nation and the world. Therefore, there is an urgent need to re-introduce value based education to redesign the fabric of our educational system.

A child's mind is like soft clay and can be moulded in any desired shape. Thus, this is the right time and age to impart value education so that the right impression formed in the child's mind will guide him throughout his life. Such life will definitely be based on moral principles. School is the common platform for all children coming from various backgrounds. In an interactive and learning environment of the school, where a child spends maximum eight hours of the waking time, the human values can be easily evoked in him by making him "experience" and "live" the values. Teachers, in turn, present themselves as role models to be emulated. The basic approach to impart value education is "love".

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Periodic Research

Value oriented education

Value based education help human beings to conduct themselves in the more desirable directions, and to shape their life patterns by strengthening their beliefs and by integrating facts, ideas, attitudes and actions. This will also help them to clarify their aims in life as well as the process to achieve them. In the modern context of our commitment to secularism and other such related Constitutional provisions, value education is considered much wider so as to transcend the boundaries of religions and encompass ethical, social, aesthetic, cultural and spiritual values. This broadened concept has many implications for value education programmes at the school stage.

The present era of education is very significant and crucial in terms of changes as well as quality. On one hand, there has been an unprecedented expansion of education at all levels, and on the other there are insurmountable obstacles to value improvement. New hopes and aspirations in the minds of people have emerged. This has posed new challenges and new problems in re-orientation and re-energisation of education in values at all stages.

Education has also assented increasing importance in reshaping as well as gearing up the age-old education anew. A Chinese saying rightly points out:

If you are planning for one year,
plant grains.

If you are planning for ten year,
plant trees.

If you are planning for a hundred years
plant men.

Role of the teacher

Teachers committed and dedicated to the cause of value oriented education play a vital role in the portals of formal or non-formal channels of education. They have to develop zeal, a love for learning and an aspiration of doing something good for the society. They should acquire and utilize the strategies of education, accelerating pace of learning in curricular as well as co-curricular activities, leading to value-based education. The true teacher is a gardener under whose care a thousand trees blossom and grow. He may contribute nothing to their actual growth; the principle of growth lies in the tree itself. He plants and waters and so does an educator. He only watches lest any force from outside should injure or disturb the students. He only facilitates and takes care that growth and development run their course in accordance with own laws. Values and vision involve doing the right things for the right reason. One may have sight but one must have vision. The learning teachers' are better placed than the learned ones.

A teacher affects eternity. His work never stops. "A great Oak is only a little nut that held its ground". A teacher is not only facilitator but a guide, a philosopher, a mentor and one-in-all. The students look up to him let us give them what they deserve, the very best of us. Let us live up to their expectations. There has to be an all-round effort to combine academic excellence with the inner enfoldment of the students' personality. It is imperative to work for the total fulfillment of a vision of perfect

and ideal education. Qualities such as responsibility, courage, self-discipline, honesty, loyalty, compassion etc. are the essentials of a good character. Value education enables children to understand by living values and virtues. It is training of the heart and mind.

The teacher's role in value added education is

- 1- To promote basic and fundamental qualities like compassion, truthfulness, peace, justice etc in the children.
- 2- To train them to become responsible citizens in personal as well as social life.
- 3- To enable them to become open and considerate in thought and behavior.
- 4- To rise above prejudices on religion, language, sex, caste or creed.
- 5- To develop proper attitudes towards one's own self and fellow beings.
- 6- Help the student reach their 'full potential', by understanding their strengths as well as weakness.
- 7- 'Praise' the strength or quality the student possesses.
- 8- Teacher should be 'reprimand' only if it is essential and that too not publically.
- 9- Negative attitude for the child should be avoided because this can undermined the self image of the child.

Role of the educational Institutions

The educational institutions can make plans as per suggestions given below:

- 1- There should be an integrated approach in education programme. Instead of tackling piecemeal such as awareness of ecology, environmental problem, community development, productivity etc. they should be handled in a comprehensive manner under the broad spectrum of social responsibility and inner development of human personality.
- 2- The consciousness of values must permeate the whole curriculum (not just value course), formal or non-formal, starting with assembly, the curricular and co-curricular activities, the celebration of festivals, work experience, team games and sports, subject clubs, social service programmes etc. At present the school atmosphere only conducts such activities as a routine with the purpose of giving information, knowledge and skills without exposing the underlying values inherent in them.
- 3- All teachers are teachers of value education, whether they are formally involved or not in the programme
- 4- The school atmosphere, the personality and behaviour of teachers, the facilities provided in the school-all have a large say in developing a sense of values
- 5- Interaction to appreciate and understand innovations and initiatives as voluntary efforts. Those working voluntarily for the deprived and the downtrodden could be invited
- 6- Utilization of available folklore, national monuments, forms folk culture etc. to imbibe a sense of belonging

Periodic Research

- 7- A certain credit may be assigned at the time of assignment for some of the values like honesty, social service, etc
- 8- All functions, programmes, celebrations, gatherings, etc. need to ensure that no group or community feels neglected or isolated.
- 9- Inviting persons of character, creative abilities, literary tastes and scholarly activities whose mere presence could inspire children
- 10- To make the school responsive to emergent situations like quake, floods, fire or droughts
- 11- Visits to institutions, establishments, centres of creative arts, museums, etc. and to homes for the aged, blind and handicapped not only enhance knowledge and understanding but also genuine appreciation and empathy
- 12- The teachers should discuss among themselves, during lunch or recess, new incidents in schools that should form 'case histories' for value education programme based on real life situations
- 13- To innovate new techniques and methods to understand changes taking place in the society. They need to be monitored and the value inculcation programme suitably modified
- 14- Examples from social life of school and community that reinforce human aspects of individual efforts and group efforts need to be disseminated and discussed
- 15- Cleanliness within school helps in a long way. Development of aesthetic sensibilities is a basic imperative create lasting impression.
- 16- Teachers, principals and other staff should take formal oath to the ethics of their profession like other professions

Programmes implementation

"A journey of a thousand miles begins with one step".

The school assembly, the curricular and co-curricular activities, the celebration of festivals, work experience, team games and sports, subject clubs, social service programmes - all help in inculcating the values of cooperation and mutual regard, honesty and integrity, discipline and social responsibility. These values have a special significance in Indian society today. This should habituate children in right modes of conduct, thus strengthening their character. Various activities and programmes, to be taken up daily or on special days on various occasions, could be :-

- 1 Thought for the day: regular presentation
- 2 Morning assembly: inspiring to students
- 3 Silent sitting: meditation, prayer, yoga
- 4 Storytelling, group singing
- 5 Study of great literatures and books
- 6 Special assembly sessions
- 7 National and international days
- 8 Special projects and exhibitions
- 9 Sports and games learning to live together
- 10 Social work and self-reliance programme
- 11 Presentation of documentaries and films
- 12 Music and drama, elocution and debates
- 13 Attitude development and role play

- 14 Summer courses and spiritual retreats
- 15 School clubs

Golden Sayings for the cultivation of values

Values have to be caught, they cannot be talked directly. These are to be imbued e.g.

- 1 Those who bring sunshine to the lives of others cannot keep it away from themselves.
- 2 The great acts of love are done by those who are habitually performing small acts of kindness.
- 3 The first great gift we can bestow on others is a good example.
- 4 People can alter their life by altering their attitudes.
- 5 One person with courage makes a majority.
- 6 Courtesy costs nothing, yet buys things that are priceless.
- 7 I cannot change yesterday; I can only make the most of today and look with hope towards tomorrow.
- 8 The smallest good deed is better than the greatest intention.
- 9 May God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference.
- 10 The future belongs to those who believe in the beauty of their dreams.
- 11 Of all the things you wear, your expression is most important. Smile.
- 12 You can teach a better sermon with your life than with your lips.

Conclusion

Thus value oriented education is a powerful tool which brings social stability and human progress, quality and meaning to life and gives a person his/her identity and character. It is a structured approach to teaching and learning that connects meaningful community experiences with intellectual development, personal growth and active citizenship. Value based education generates awareness material and spiritual development with innovations that help an individual, community, society, nation and the world to attain the universal values truth, goodness and beauty.

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