

Value based Education : A Hope for the Future



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Abstract

Every country develops its own education system to promote its unique Socio-Cultural identity and also to meet the challenges of the times. The purpose of education in a country like India, which has a glorious heritage and can boast of diversity in geography, culture, values and beliefs very rarely seen in this wide world, should be to educate a student of the value system which is indispensable to live successful life. Values are goals set for achievements and they motivate and define all our activities. Today, we are witnessing tremendous value crisis throughout the world. The reappearance of barbaric qualities of selfishness, clashes and conflagration give clear indication of the process of degeneration of human society. There is an urgent of value based education. Value based education helps in building and strengthening of positive sentiments for people and ideals. If we give good education to the present day children, the future of the next generation will be well. Value based education is the solution of all types of problems. Value based education is a tool which not only provides a profession but also a purpose in life. The purpose of life is undoubtedly to know oneself and be ourselves. Hence it is the time for value based education.

Keywords: Moral, Value, Education, Character, Youth

Purpose: The purpose of this article is to elevate the prominence of value base education.

Methodology

A critical review has been undertaken by referring a set of literature from research journals, books and websites.

Findings

By introducing value base education we can minimise the problems of today's world in a better way.

Introduction

Children and youth are future saviours of our society. Approximately 600 million population in India is younger than 25 years of age and close to 70% of the total population is less than 40 years of age. Near about 40% of the Indian population is aged between 13 to 35 years that is defined as youth according to the National Youth Policy. Such a huge population of young is not only exceptional in India but also in the World.

If we see the history of India then it is clear that youth can bring a huge change. Almost all our freedom fighters were young when they started their struggle for freedom that resulted in the freedom of our country. But this enthusiasm among today's youth is eloping somewhere leading to frustration and lack of zeal. The reason may be unnecessary burden in the form of competition, unemployment, lack of job skills and skill based job etc. Indian Youth at present is also facing acute pressure in every field from getting job to performance at the job.

In the coming decade, it is expected that the Indian labour force will grow by more than 8 million per annum. More and more youth will enter into the labor market. So the real challenge in front of the policy makers is to create enough jobs in the market for this educated workforce so as to direct the youth and nation.

Problems Facing Youth Today

Youth in India must know what they want and how they want because good and bad co-exist in the society. Today we relate everything related to success in terms of money. But success is more than this. Youth must derive inspiration from their role model and live life with proud. But, there are no role models for children and youth these days. The children

and youth of 21st century have different sort of value systems and teachers need to understand this. There is an information overflow from all sides.

We have passion but no compassion, we have goods but no God, we have speed but no direction, we have production but no proper distribution and we have religion but no spirituality.” If we are looking into the world we can obviously say that it is not the phenomena of India only but of the whole world.

Most of the problems facing today's youth are not restricted to any one ethnic or religious group, but affect young people generally. Most discussions on youth have focussed on issues such as drug abuse, crime, violence, sexuality and poverty. In addition to these, today's youth are afflicted by new challenges.

These include:

1. An Identity Crisis: Who am I?
2. Lack of self confidence and low self esteem: I am worthless
3. A sense of hopelessness: Where am I going?
4. Confusion and ambiguity concerning moral issues: What is right and wrong?
5. The negative impact of the electronic media: Entertainment ?
6. Competitiveness in education: the uneven playing field: Excellence by whom? Not Me.

Importance of Education

Education is a unique quality of mankind. It is education that makes human being to act their part in this world successfully. Education is a very important condition for the development of the 'whole man' and an important weapon for accelerating the well-being and prosperity of the world in all direction. Education is a lifelong process which continues from womb to tomb. Education has many different meanings and definitions.

“Education is bringing out of the ideas of universal validity which are latent in the mind of every man.” - Socrates

1. “Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists”. - Aristotle.
2. “Education means the manifestation of the divine perfection, already existing in man.” -Swami Vivekananda.
3. “By education, I mean an all-round drawing out of the best in child and man, body, mind and spirit.” -Gandhi

“Man can fly in the sky like a bird spreading its wings, and move easily at depth of ocean like a fish, but he is not able to live on earth like a man.”

It is very clear from the above said and other definitions that the ultimate aim of education is nourishing – developing – a socially acceptable and balanced personality – citizen – for the nation, for the whole world. Here comes the importance of value education which is inseparable from education.

Value Based Education

The educationists all over the world and agencies like UNESCO suggest so many measures for moral and value education. Some of them are as follows:

1. Provision for spiritual and moral instruction for building up of the character of the young should be the responsibility of the home and community : The Central Advisory Board of Education (1943 – 46)
2. Moral and spiritual instruction at the university stage too recommended by The University Education Commission (1948)
3. Moral and religious instruction from the elementary to the university stage was recommended by Sri Prakas Committee on Religious and Moral Education (1959).
4. Every student who takes up science should have some background in the humanities and should study a compulsory paper on Indian cultural heritage, just as student in humanities should have some knowledge in general science. – The Committee on Emotional Integration (1961).
5. The Indian Education commission (1964 – 1966) recommended instruction on moral, social, and spiritual values at all levels of study.
6. The UNESCO in its report of the international commission in 1972 suggested that educational systems should encourage the promotion of the values of world peace, international understanding and unity of mankind.
7. The important resolutions of the first National Moral Educational Conference (1981) were
8. A course on moral education in all classes up to the high school stage in all schools should be run inculcating moral and human values in students to make them better more useful members of society
9. Moral education should be a separate subject;
10. The content of moral education should include common ethical teachings of all great religions highlighting their unity;
11. The syllabus for moral education should include stories, illustrations and events mainly from our own country and its literature from various religions, so that it leads to national integration;
12. In higher classes a course in comparative religion should be introduced as it will promote social harmony, a liberal attitude and a less fanatical approach to religion.

The National Policy on Education (1981) stressed the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. It also emphasized the combative role of value education in helping to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

Aims of Value Based Education

1. Personal growth leading to enhance self-concept is the key principle of value based education.
2. The chief aim of the value based education is to achieve maximum purified human resource development so as to improve our total life.

- The important and ultimate aim of value based education is to nourish a socially acceptable person i.e. citizen so as to making him or her able to discharge his or her duties as viceroy of God. It accentuates to train them to maintain a good relationship with their fellow creatures including human being, with the nature i.e. the environment, and with the Creator.

Methodology of Teaching Values

We should realize that value education is a complex process which involves developing the ability to think in terms of values, the ability to do the 'right' thing and also the ability to feel the emotions. There is an old saying that "values are to be caught and not to be taught." If there is a value based ideal and moral society it may be correct. The growing generation will get ample situation to see and practice a moral life. They can catch values of elderly people and either by imitation or by special efforts they can develop appropriate values accepted and respected in the society. But it is not the present condition. So values have to be taught as well as caught. The Swiss psychologist Jean Piaget, Lawrence Kohlberg, so many other psychologists and educationists have put forward various methods for inculcating values among students. Value education is a matter of 'training of the heart' and consists in developing the 'right' feelings and emotions. We should realize that value education is a complex process which involves developing the ability to think in terms of values, the ability to do the 'right' thing and also the ability to feel the emotions. Therefore we cannot argue for a single method for value education, variety of methods has to be employed. First of all the institution should have a value code. The strategies for value education can be classified as direct and indirect.

Direct Strategies for Value Education

- This has to be done with a prescribed graded curriculum and a graded series of textbooks.
- Purposeful talk on selected subject is another direct method.
- Purposeful open discussion on personal examples of students and teachers.

Indirect Strategies for Value Education

- So many various incidents occur both at home and institutions and even in the community. The concerned students involved in the incident should be separately called and proper advice can be given.
- Deliberate group discussion or panel discussion on the ethical issues occurs in the day to day news media.
- Conducting surveys on value issues and prepare critical note on it.
- Critical analysis of day to day departmental and social life.
- Structured observation and closed discussion on it. It may be peer observation, self observation using diary writing etc or observation by the higher authority.
- Speeches in morning assembly or any other gatherings, assigning group work, Interaction with the reputed moral personalities.

Conclusion

Value based education is a three-fold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects, physique, mentality and character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these.

According to father of nation M. K. Gandhi:

" If wealth is lost nothing is lost
If health is lost something is lost
If character is lost everything is lost"

In today's scenario our values have been discarded by the new generation in the upcoming of the new fashion. In such a situation it is very important for someone to lay down basic principles for us so that we may lead a brightened life. Education for all can not be achieved without improving quality and hence value. Value based education stands at the heart of education for all. It determines how much and how well students learn, and the extent to which their education achieves a range of personal, social and development goals. There is a famous saying – better late than never. So we must start now. Educators are worried, therefore they have started various packages and discussions at their level. Names could be any but they all are working for value based education directly or indirectly, formally or informally.

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