

VALUE ADDED EDUCATION IN THE PRESENT EDUCATIONAL SCENARIO

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Abstract

Education is the only one phenomenon, which touches all spheres of human life. It has great impact on every aspect of human life. Education is a lifelong process which moulds individuals and thereby, the society as a whole. Education helps in the acquisition of knowledge, skills, values, habits and much more. The menu extends, but the most cherished of it all is, the value it imparts. It is an essential human virtue and without it, man is only a slave, reasoning savage. One of the major functions of education is to humanize the humanity and is enables to develop the total personality of the person. The purpose of education is not to produce mere scholars, technicians or job hunters, but value-oriented men and women in the society.

The Kothari Commission has pointed out the vital need for inculcation of values in education. Inculcation of proper social, moral and spiritual values in the pupils is essential to meet the challenges posed by the modern age science and technology. Education is training towards values. It is accepted that the ultimate goal of education is character formation. The main objective of value-oriented education is to make the pupils good citizens, who may share their responsibilities in the changing set up of the society in order to give it the desired shape and image and to the country at large. It is on one hand the pressing need of the hour and on the other the edifice of educational reconstruction to build up individual personality with all good and possible qualities attached to it. It is a dream of a nation to provide cultivated citizens with high ideals of living with a strong moral code. All values introduced and exercised in education are therefore, meant for social development and social prosperity. Surely they enable us to be in perfect tune with the truth. Hence inculcation of values with education is inevitable. The present study intends to highlight the strategies of value education in the present education system.

Keywords: Values, Education, Strategies, Curriculum, Humanitarianism.

INTRODUCTION

Education is the backbone for any development of society. It is simply the soul of a society as it passes from one generation to another. Without education, we cannot see beyond ourselves and our narrow surroundings to the reality of global independence. Without education, we cannot realize how peoples of other races and religions share the same dreams, the same hopes. Without education we cannot recognize the universality of Human Aims and aspirations. A nation's true wealth is not in its land and water, not in its forest and mines, not in its flocks, not in dollars but in its value oriented men, women and children and this can be achieved only through proper education. The purpose of education is not to produce mere scholars, technicians or job hunters, but value oriented men and women in the society.

Values are essential for positive human behavior and they form the core of educational goals

and objectives. It is important for character building and these values should be inculcated in to the minds of the kids of an early age itself. Education touches and transforms all spheres of human life. It is a training in values in order to change both the individual as well as the society. Education is an act that has a formative effect on the mind character and physical ability of an individual. But in our present school and higher education curriculum ore emphasis is laid upon information-oriented education, which takes care solely the intellectual development of the aspirant. Consequently, the physical, emotional, social and spiritual, faculties not properly formed and developed. It is very important to impart value-based education in each stage of education.

WHAT ARE VALUES?

Values are like the oil that helps to keep the machine of human society running smoothly. They are great ideals, principles and priorities cherished by the people. They are part and parcel of the philosophy of a nation and its educational system. Value literally means something that has a price, something precious, dear and worthwhile, hence something, one is ready to suffer and sacrifice for.

In other words, values are a set of principles or standards of behavior. Inculcation of proper social, moral and spiritual values in the pupils is essential to meet the challenges of the modern age of science and technology. Values shape our relationships and behaviors. They reflect ones personal attitudes and judgments, decisions and choices, behavior and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things. The more one becomes adopt in a value based living, the more positive and productive becomes his/her presence in society. Values in general, could be classified broadly under five headings. They are personal, social, moral, spiritual and behavioral. They are the guiding principles or standards of behavior which are regarded desirable, important and held in high esteem by a particular society in which a person lives. They give direction and firmness to life and bring joy, satisfaction and peace to existence. They bring added quality to life. Our values and morals are a reflection of our spirituality and character.

NEED AND IMPORTANCE OF VALUE ORIENTED EDUCATION

At present, when social moral, cultural and spiritual values are disintegrating, when religion is losing its hold, when power and knowledge are being misused for vested interests, when nations do not trust one another, when black marketing corruption, barbarism, indiscipline, violence are fast spreading, it is essential that education should be value oriented. Only value-oriented education can promote individual and social welfare, love, peace, good will and understanding.

The political tension at present time is mainly due to the fact that knowledge has increased but morality has lagged behind. Morality in the form of truth, righteousness and non-violence is the only balm, which can heal the wounds of humanity. It is value-oriented education, which would implement to utilize atomic energy for the betterment of humanity rather than destruction. It is the task of education to develop, preach and practice practice social, moral and spiritual values, as these values are the greatest unifying force in life.

Value based education is the need of the hour. Through value education we aim to develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education. Value education teaches us to preserve whatever is good and worthwhile in what we

have inherited from our culture. It helps us to tolerate and respect the attitude and behavior of those who differ from us. Value education does not mean value imposition or indoctrination. It is inculcating in the children a sense of humanism, a deep concern for the well-being of others and the nation. The importance of value education has been pointed out by great educationalists. Mahatma Gandhi, the exponent of Basic Education stressed the need for value-oriented education at school curriculum and he was a living example of the basic principles in life that is Truth, Beauty and Goodness. He wanted that education should be for the head, hand and heart. According to Gandhi, if wealth is lost nothing is lost, if health is lost something is lost, but if character is lost everything is lost. Best of all things is character. Likewise Rabindranath Tagore, the great poet and founder Viswabharati, gave more importance to the value education in his philosophy of life and especially in the curriculum of Santinikethan. For Tagore, the greatest use of education is not merely to collect facts, but to know man and to make oneself known to man. Swami Vivekananda gave a broader view of value oriented education. He said, we want the education by which character is formed, strength of mind is increased, the intellect expended and by which one can stand on one's feet. Value education helps pupils in developing democratic qualities like liberty, equality, fraternity, justice and co-operative living. It stresses the dignity of the individual and the sanctity of human personality. It facilitates the desired social awakening which is essential for the integral developmental of individuals as well as society. Value education is the basis of humanitarians also. It stands for peace, good will and understanding. It helps in fostering the brotherhood of man and unity of the world. Absence of value education has caused exploitation, corruption, disaster, selfishness, aggression and hatred in the world. Value education will replace hatred with love, selfishness with self-sacrifice and violence with non-violence. Value education is the best means through which social, spiritual and moral values are inculcated and lived meaningfully.

STRATEGIES OF TEACHING VALUES

We know today's children are tomorrow's citizens. The inculcation of values is by no means a simple matter. There is no magic formula, technique or strategy for this. In inculcating values, all human facilities such as head, heart and hand should play a role. The value education covers the entire domains of learning, the cognitive, affective and the psychomotor. In the pursuit and promotion of values, the teacher has the most vital role to play. It is the teacher who is the guide, friend and philosopher and the first interaction of children, after the parents, is with the teacher. Teachers with dealing with curricular subjects such as languages, science, social science, music, art, work experience and extra-curricular activities such as NCC, Scouts and Guides, Community service, field trips, sports and games can develop suitable strategies and methods which would enable proper transmission of values, provided they are guided by clear vision and farsightedness. Value education can be achieved directly, indirectly or incidentally.

Direct value inculcation refers to deliberate, systematic instruction given during the time of formation. Indirectly, value education can be imparted through the regular subjects of curriculum and co-curricular activities. Incidental value inculcation can be given through events and incidents related to good values occurring around us, thus relating value inculcation to concrete situations. Teachers can play a vital role for imparting values such as integrity and discipline, tolerance and respect for all faiths and the value of humanism to his pupil. Value education should be given right from the primary level. There are so many occasions like Teachers Day, Parents Day, Annual Day, UNO Day etc. Through these activities, the qualities of

leadership, self-discipline, cooperation, team work etc can be easily developed. Participation of students in school assembly, celebrations of national and religious festivals, work experiences, team games and sports, social service camps etc can help them inculcating the values of co-operation, mutual regard, honesty, integrity, discipline etc. It is sure that, family is the first school and parents are the first teachers for the child followed by the school of learning. It is the responsibility of parents and teachers both to pass on to their children good values which should make them good individuals in future whom the world awaits.

Education is the only one phenomenon, which touches all spheres of human life. It is a training toward values. It is accepted that the ultimate goal of education is to achieve good life. If education leads towards the achievement of good life, than it has to make decisions about values, about right and wrong, about better and worse, which brings us to value-norms. The main objective of value-oriented education is to make the pupils good citizens, who may share their responsibilities in the changing set-up of the society in order to give it the desired shape and image and to the country at large.

But it is a fact that Indian Education is in a deplorable state. During the freedom struggle the leaders, particularly, attention to educational reformation. The concern shown by the national leaders is reflected in the article 45 of the Indian constitution which says that the state shall endeavor to provide within a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years. But our present school system is badly deficient in both quantity and quality. Now a day's more emphasis is information-oriented education, which takes care of only the intellectual development of the child. Consequently, like physical, emotional, social and spiritual, are not properly developed by providing for the growth of attitudes, habits, values, skills and interests among the pupils.

It is sure that our country is undergoing radical social changes. So the students who are the future citizens have to be trained to respond to and adjust with these social changes satisfactory by equipping them with desirable skills and valued. The modern India has been 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 values are to be inculcated in the pupil for promoting equality, social justice, national cohesion and democratic citizenship. Hence, the need inculcating desirable values is felt more important than teaching of ma, subject or more knowledge at present.

Fortunately, some of the greatest educational thinkers in the East and in the West bestowed their deepest thought on this there and it brings out a remarkable change in all progressive systems of education. Among them, both Mahatma Gandhi and Rabindranath Tagore have a special place in this field of education. They have given to humanity a sophisticated and an adequate philosophy of education. Both of them have opposed mechanical methods of education and advocated dynamic and humanising process of education.

For both of them, truth was the staff of life. In the absence of truth, we cannot observe any principles of rules in life. Gandhi held the view that man must practice truth in thought, word and deed. For Tagore, truthfulness is the basis for all other duties and it should be followed with

diligence. Both of them gave great emphasis upon the traditional Indian values. It is also a notable fact that they devised elaborate educational plans and programmes for the upliftment of the socially and economically backward classes especially for the scheduled castes and scheduled tribes. It promoted natural unity and integration without the distinction of caste, language, religion and community. Their educational schemes are meant for all the sections of the society. They gave a serious, sincere and practical outlook to pattern of education suited for the Indian soil. If we practice those values and ideas in our day to we can build up a happy and prosperous life.

On the basis of all these views, we can say that the highest bliss of human life is to inculcate, a sense of value and to realise those values without which no distinction remains between human beings and animal beings. In the ultimate analysis, it may be rightly said that the whole of education is a process of realizing and assimilating values, which are positive guiding principles of one's way of life. The value oriented educational ideas of Gandhi and Tagore have a perennial value. It creates harmony in all aspects of educational philosophy. It aims at developing the whole man, the complete somato-psychic organism helps in developing harmony between physical and mental structure. It helps in developing a complete man with a sound mind and sound body. It must be noted that values of life are ornaments, which shine like stars in the personality of the individual who possesses these values.

ROLE OF THE TEACHERS IN VALUE-ORIENTED EDUCATION

In an educational setup no other personality can have an influence more profoundly than that of a teacher. Everyone who recollects his own educational experience remembers teachers, not methods and techniques. It is often said that as is the teacher so is the child. In most of our sacred scriptures, the guru is seen as the preceptor, and the acharya and the teacher. Teachers have always been hailed as pathfinders, who have generously shared their knowledge, skill and attitude with their disciples. Society, too, has always accorded the status of guide, facilitator, counselor, advisor, philosopher and mentor to teachers.

Different scholars and philosophers have glorified the role of teacher. The teacher's role has always been emphasized as a morale boster for harmonizing the worldly agonies and celestial bliss. The role of teacher has also been observed by Indian Education Commission (D.S.Kothari, 1964-66), "the density of India is now being shaped in Her classroom". Obviously, the destiny-makers are teachers, who play constructive role in influencing the quality of education and its contribution to national development, etc. Several prominent educational thinkers and philosophers of India and West recognized the superior and prominent role of the teacher in the educational endeavor

TEACHER HAS UNIQUE POSITION

In our country and culture, teacher is held in great honour and high esteem. He is treated as the Brahma the Vishnu and the Maheshvara. Manu the law giver- views Guru, who imports knowledge of the self, greater than father or mother, for while parents give the physical body, the teacher imparts the students his spiritual eternal truth. He is a maker of man. He is considered as a fountain of all knowledge and as source of great ideals. He is the torch-bearer to society. Students look upto him with faith and hope and they seek his counsel in matters temporal or transcendental. Hence, if teacher has keen sense of values and has faith in higher purpose of life, he can guide the whole generation through his versatile personality.

TEACHER HAS 'SOCIAL PRESTIGE'

For many children, parents fail to provide guidelines as they are themselves either ignorant or too busy to look after them. It is in school; most children find that their teachers are worthy models. They consciously or unconsciously imitate the values, deals and habits of their teachers. They even follow their methods, manners and style of speaking that they see in the classroom day in and day out. Thus, if teachers are committed to certain values in day-to-day behavior children will pick them up soon in their early years.

Dr. Radhakrishnan rightly opines, "The teacher's place in society is of vital importance. He acts as the pivot for the transmission of intellectual tradition and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual, but also so to say, the destiny the nation. It is real fact that the status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of teachers

CONCLUSION

Values are guiding principles that shape our world outlook, attitudes and conduct. It is important in schools and colleges for every student and it should be in the fore front of our education. They constitute the grounds for a sound and justifiable decision-making process. If we give good education to the present-day children; the future of the world will be well. Education is the most effective means to inculcate, transmit and sustain values in the individuals and societies for a just world order.

In short, we, the Indians have a glorious past, a rich tradition of culture, inspired by saints, sages and other men of wisdom. But most of the modern educationists have neglected the idea of our great saints, philosophers and poets. Hence, all the schools, colleges, universities and other educational institutions and educationalists should try to imbibe their educational views in a rightful manner.

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