

Need of Value Based School Education in India

Dr. Brahmananda Nayak¹, Ramakant Tripathi², Prof. (Dr.) Pawan Kumar Jain³

¹Asst. Professor, Department of Education, Eklavya University, Damoh (M.P)

²Asst. Professor, Department of Physical Education, Eklavya University, Damoh (M.P)

³Vice-Chancellor, Eklavya University, Damoh (M.P)

ABSTRACT

With the advancement of technology, man himself is becoming machine. The reason behind this is that he is spending more time with machines rather than with human beings. Emotions, feeling, values and manners are disappearing day by day in human beings. So there is a strong need to make him aware of his responsibilities towards society, his family and others. A building can't be strong if its base is not strong. In the same way a child can't be a good man if he is not given good values in his childhood. Low moral values are pushing the youngsters toward alcohol, drugs, indecency and crime. The aim of this paper is to justify the need of value based education system in India to save humanity and to make the world a better place to live.

INTRODUCTION

"The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education". – Gandhi

“Commerce without morality, Science without humanity, politics without principles and education without values is not only useless but also very dangerous.” These words lay a great stress on the importance of morals, ethics and values in one's life. The whole world is facing moral crisis today. Moral and human values are declining day by day. People are concerned with their rights only but have forgotten their duties and responsibilities. So there is a strong need to make them aware of their inner self and reshape their values. Values are principles that act as guidelines of our life. They guide our behaviour and affect our decisions. Educational institutes play an important role in imparting values to a person. Values can't be taught in isolation. But can be combined with the education of a person. So, Value based education has become a need in today's world. Due to the advent of technology, most of the students prefer pursuing professional courses. They only strive for technical skills. Their curriculum is also in such a manner that they get limited to their field of specialization only. No stress is laid on insulating human values in them. So their courses should be redesigned and a value added education system should be created.

The elements of a value-based education can be found not only in the subject matter, but in the learning styles which are employed, the scheduling of the classroom, extracurricular activities, and parental involvement. The VBE is therefore organized so as to secure the fullest possible development of body, mind and heart; and a fruitful channelization of the life-energy in pursuits that contribute to the growth of both internal and external personality. It offers a sufficient training of the mental faculties in the fields of various humanities and sciences. It ultimately provides the requisite help, through a powerful spiritual atmosphere, for the soul to come forward and gradually begin to govern a balanced, peaceful and spiritually awakened life. Therefore, value based-education is instrumental to unfold and nurture the ideals of life. Education that does not help promote human virtues will not do any good to the society; it will rather mislead the entirety of humanity. "There is a part of a child's soul that has always been unknown but which must be known. With a spirit of sacrifice and enthusiasm we must go in search like those who travel to foreign lands and tear up mountains in their search for hidden gold. This is what the adults must do who seeks the unknown factor that lies hidden in the depths of a child's soul. This is a labor in which all must share, without distinction of nation, race, or social standing since it means the bringing forth of an indispensable element for the moral progress of mankind." - Maria Montessori.

Values are the continuous purposeful transformations from older generation to younger generation. They are the prime motivating force behind individual's thoughts, emotions and actions. They harmoniously consist of all social, cultural, physical, regional, economic, moral, aesthetic and spiritual aspects for the better prospective of human beings. In other words, values structure the integrated personality of the individuals and support them in sustaining the higher character. With the passage of time, values are being vanishing from the realm of contemporary educational system as it appears that educational system has become a puppet in the hands of connairists, who are deeply concerned to their monetary benefits and weaving their webs around the great educationists and equalizing their thoughts like them by offering them so many handsome allurements. As the result, contemporary educational system is getting more and more ambiguous and diverging from its exact aims and ambitions. This is badly affecting the minds of the parents and the learners.

Education is a continuous learning experience, learning from people, learning from success and failures, learning from leaders and followers and then growing up to be the person we are meant to be. 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 high time to reconfigure education on the basis of values, since the present day's system moulds technocrats and individuals but not citizens. An individual thinks about himself, whereas the citizen thinks for society. Elders and teachers should articulate the need to understand the value of human life and the necessity for students to understand the purpose of education respectively.

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.

Value-based education

Education opens up our mind, but Value-Based Education (VBE) gives us purity of heart too; education provides us with skills, but VBE provides us sincerity too; education extends our relationship with the world, but VBE links us with our own family members too. Education makes our living better, but VBE makes our life better too; education teaches us to compete with others, but VBE encourages us to be complete too; education makes us a good professional, but VBE makes us a whole human too; education takes us to the top, but VBE takes the whole society to the top. Education gives us capacity of better learning, but VBE gives us the tool for a deeper understanding too; education gives us *Anna* but VBE provides us *Ananda* too; education may bring limitations but VBE is for liberation. After all right education means- "*Sa Vidya Ya Vimuktaye*". It means that *knowledge* is what helps us to attain liberation. The values are those factors which can give psychological and physiological benefits. The values are those factors which can improve the relations among family members and strengthen social bonds. And the values also contribute for patriotic vision and mission. The more practical aspects of 'education' involved alongside intellectual training, the laying of a moral foundation which helped to make the individual a good citizen who was conscious of his innate strength. Singh (1984) stated that the major difference between the old and the new profession lies between their secular character, the system of payments and their outlook towards their jobs.

Education thus brings out all that is unique in the individual helping him to establish the right relationship with not only the life, mind and soul of the nation to which he belongs but with the larger life, mind and soul of humanity of which he is a unit. Consequently a true education though nurturing the intellectual, aesthetic, ethical and vital aspects is essentially engaged in the task of awakening of the soul. This soul awakening education harmonizing the mind and body is to be valued as it reveals the truth of existence. Education is a threefold process. It imparts general and specific information, teaches skills and inculcates values. Kochhar (1992) categorized values in two types : General and particular. General values may be applied in all circumstances. Particular values are limited and specific. They can be applied everywhere. They can be followed only in specific situation and carried out in a particular way. The present system of education is almost wholly geared to the first, a little to the second and only marginally to the third. The first education commission of India headed by Dr. S. Radhakrishnan emphasized that no amount of factual information would make ordinary men into educated or virtuous men unless something is awakened in them - an innate ability to live the life of the soul". Despite this recognition, education in the modern age is able to train only a fraction of the students mind and not the whole.

The neglect of ethical values, which should form the substratum of any good education, has led to ineffectual, decadent, empty learning. It is the duty of every society to pass on the values enshrined in its scriptures and philosophical texts to each generation, in order, that the spirit of its culture lives on. This can be achieved only when education is value oriented. What the world needs today is not a new order, a new education, a new system, a new society nor a new religion. The remedy lies in a mind, in a heart filled with holiness. Holiness must take root and grow in the minds and hearts of youth everywhere. The Good and Godly must Endeavour to promote this task. Societal values, tolerance, non-violence and respect for one another also have been diminishing over the past few decades. There is a popular misconception — which

perhaps led to the postponement of value education instruction “better caught than taught”. In reality however, values are both caught and taught. So, value education is not simply the heart of education, but also the education of the heart. It is a necessary component of holistic citizenship education.

The degeneration in the present day life, the demoralization of public and private life and the utter disregard for values, are all traceable to the fact that moral, religious and spiritual education has not been given due place in the educational system. Therefore, it is necessary develop the holistic citizenship education. The end of education lies in transforming the individual and elevating him to an egoless state. The purpose of education is to strengthen character in the younger generation which is an answer to many of the problems that people face today. It can bring about a widespread renewal of individual commitment to an active life of principle and this renewal is imperative. Degrees alone do not signify education. Education that is confined to the physical sciences is a travesty of true education. The student of today is concerned with acquiring wealth, strength and position, but not good qualities. Education is not intended merely to satiate the brain with information. Every student must cultivate humility and reverence.

It has to transform the heart and make it pure, due to which students today lack the capacity to be righteous. Concerned authorities claim that education is progressing, the number of schools and universities has increased, that there are more educational institutions and more students seem to be receiving education, but are we concerned about the quality that is being imparted. We must look at the quality of education. Standards have to be raised. Only when education is treated as an autonomous and independent undertaking can the problem of standards be properly dealt with. Educational policies are changed with every change in the Education, Ministry at the Centre or in the State. Frequent changes in educational policy are also responsible for the fall in educational standards. There is a general decline in character and respect for teachers; gratitude is at a discount. It is important to catch, channelize and cultivate the imagination and the personality of a child to allow him to learn values by example and to earn bread through the very channelization of his talent. John Dewey writes: “Unless culture be a superficial polish, a veneering of mahogany over common wood, which it surely is, the growth of the imagination in flexibility, in scope, and in sympathy, till the life which the individual lives is informed with the life of nature and of society. When nature and society can live in the schoolroom, when the forms and tools of learning are subordinated to the substance of experience, then shall there be an opportunity for this identification, and culture shall be the democratic password.”

Why is VBE needed?

The erosion of values and increasing cynicism in society has brought the need for readjustments in the curriculum in order to make education a tool for cultivation of social and moral values. Education should foster moral values. It should guide people towards unity and not divide them. Values will help in avoiding violence, communal riots, superstition etc. It will insulate human values in people. So there is a strong need for adding teaching of values and morals in the curriculum for the students (Rao, 1996). VBE is highly needed in our modern society because our lives have become more miserable. The quantity of education has considerably increased, but the quality has decreased. Why? The number of educated people has reached at a high level, but murder, hatred, and selfishness have spread out like wildfire everywhere. Why? Many institutions are opened, but only few civilized people are produced. Why? Degrees are available for all, but the dignity has gone down. Why? Trained people are produced from many institutions, but sincere people are very few. Why? Many books are written; much research is done; many professional achievements are attained, but humanity is threatened. Why? Therefore, we need VBE. The rate of suicide is going up in our society. One of the very common factors responsible for this is over pressure on students to get the high marks in their exams. It is for sure a very unhealthy and unethical competition. It is not only limited to a school level education, several suicide cases happen even at top level academic institutions worldwide. The highest purpose of education is now either disregarded or may be forgotten. The Vedas say - “*Etat Desh Prasutasya Sakasat Agrajanman, Swam Swam Charitram Shiksheran Prithivyam Sarva Manava...*” It means that people who are born in this part of the earth should enlighten the entire world by presenting the example of their own character.

Some researcher have conducted research to find out the need of value based education, there are given below

Williams (2000) stated that teachers must serve as role models for their students. The role of teachers is not limited only to teach the students but also provide them a caring and civil climate in the school and classrooms. For teaching the students how to respect others, First of all the environment of the school should be such that where respect is practiced continuously.

Lickona (1992) laid great stress on the need on value education. He said that value based education promotes ethical values and these values serve as a base of good character. So value education will make the citizens of a country bearing good character. He defined character as a combination of thinking, feelings and behaviour. The value based education should be designed in such a way that it motivates the students to develop a good character first of all.

Gardner(1993) made an attempt to compare the culture of Western countries and India. He found out that the Western culture lays stress on knowledge about the physical world. At the same time, Indian culture put more emphasis on the knowledge about the social world as compared to physical world.

Robbins (2003) stated that for being a good manager, a person must have three types of skills:- technical skill, human skill and conceptual skill. A technical skill refers to the ability of a person to apply his specialised knowledge related to his job to his work. We can also define it as expertise in performing one's job. Technical skills are learnt through education, training programmes, on-job training etc. A human skill is related to the ability to work with and co-operate others. It is concerned with team work and motivating others. It is essential for a manager to have ability to communicate, motivate, lead and co-operate others. A conceptual skill refers to the ability of a person to analyse and handle complex situations. So, it is clear that manager should have human skills besides having the technical and conceptual skills. The institutions insist upon technical and conceptual skill only. They do not try to incorporate humanity and human skills in management students who are future managers of the country.

Walia (2000) stated that value based education system will lead to love, respect, understanding and peace in our society. At present social, moral and cultural values are degrading day by day. The evils like corruption, indiscipline and violence are dominating human beings. To fight with these evils, a value based education system is essential. Such an education system will help in cultural and moral development. It will help in resolving conflicts, cooperative living and maintaining harmony. So, value oriented education will help in developing a complete man with a sound mind and a good heart.

Singh (1984) stated that the code of ethics should be there not only for students but also for the teachers. As teachers are the ideals for students. So, they should set examples for students. Teachers should follow a strict code of conduct themselves only then they can tell the students to follow certain ethics. So a teacher should lead by example. He specified a code of ethics for teachers which specify the following things:-

Obligation towards students:

- Help each individual student in achieving his/her maximum potential.
- Have some personal information about the student to protect him from being a victim of any situation.
- Never exploit students for any personal or professional interest.
- Encourage the students to be self-dependent.
- Avoid using obscene language.
- Avoid taking up tuitions. If you do so, it must be for betterment of students and not for monetary gains.
- Learn latest trends in your own area of specialization.
- Keep on learning and teaching new things.

Obligation towards community:

- Be patriotic but at the same time secular
- Have responsibility for equal educational opportunities for all sections of the community.
- Your civic responsibility should not hurt your professional code of conduct.
- Participate in formulation of educational policies.
- Use your skills to fulfill personnel needs of the community.

Obligation towards the profession:

- Match individual behaviour with the code of ethical conduct.
- Co-operate and adjust with others working with you.
- Play vital role in implementation of educational policies.
- Don't let non-professional persons discharge professional functions.
- Keep confidential information secret.
- Utilize the vacations for professional growth

How to Implement VBE?

Talking about VBE is quite an easy job, but implementing it is a daunting task, which needs the strongest determination. Actually, unless we can create a very healthy and pleasant educational environment, VBE cannot be implemented at academic institutions. First of all we should all fully agree that without VBE we cannot have a safe society, a developed country and a harmonious family environment. Therefore, we need to find out some practical ways to apply VBE, e.g. starting with junior classes, developing a strong commitment of all academic institutions, encouraging parents for their

persistent support, producing more trained and dedicated teachers, establishing supportive administrative teams and the like. A well organized library equipped with relevant reference books and audio-visual cassettes of course helps as an additional and supportive means and resource to inculcate the value based education in the children.

VBE Teaching and Learning Methods

General education can be transferred, but VBE should be transformed. VBE is more teacher-based than text books; it is more awakening, not only informing. It is life-oriented, not exam-oriented. Therefore, we need to create a special environment in institutions to transform VBE in students. First of all, we need trained, committed and spiritually motivated teachers for VBE. The pedagogical methods for implementing VBE may be stories, poems, prayers, songs, *mantras* and *bhajans*. Similarly, special camps can be organized. Likewise, special *Satsangas* can be helpful. It is apparent that all the festivals hold several values such as environmental, social, scientific and spiritual. It is therefore imperative to integrate festivals into teaching / learning process so as to make children realize importance and values of the festivals. The whole process should be very peaceful, harmonious and motivational. One should get answers by asking himself or herself. The whole environment should be free from stress, fear and confusion. Extreme materialistic attachment has made our life very narrow; therefore one should be able to open up the mind and heart freely and infinitely. Actually VBE does not require any set text books; rather than that, the whole institution should be based on VBE. It should be applied through various methods in order that everyone can understand it and follow it automatically and positively.

CONCLUSION

Government is spending more and more money to impart education to people. Also, crime is increasing day by day. So two contradictory things are happening. With the increase in education crime should decrease. But the scenario is totally opposite. The reason is that government is providing qualification and degrees, not the education. Stress should be laid down to teach moral values and ethics to students along with teaching the curriculum. To save the world, to save humanity it is essential to make the students good human beings along with making them good professionals.

REFERENCES

- [1]. Gardner, H. (1993). *Frames of Mind: the Theory of Multiple Intelligences (10th Ed.)*. NY: Basic Books
- [2]. Kochhar, S.K. (1992). *Teaching of history*. New Delhi: Sterling Publishers Pvt. Ltd, (p. 31-35).
- [3]. Lickona, T. (1992). *Educating for Character. How Our Schools Can Teach Respect and Responsibility*, NY: Bantam Doubleday
- [4]. Robbins, S. P. (2003). *Organizational behaviour*. (10th ed.). Sydney: Prentice-Hall.
- [5]. Singh, R.P. (1984). *The teachers in India*. (p. 8). New Delhi: National Publishing House
- [6]. Walia, J.S. (2000). *Philosophical and Sociological Bases of Education*. Jalandhar: Paul Publishers
- [7]. Williams, M. M. (2000). Models of character education. *Journal of Humanistic Counseling, Education and Development*, 39(1), 32-40.