

Relevance of Value Education in the Present Scenario

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Abstract - Today's world is embracing with such type of achievement in which, everyday some innovative ideas erosion and corrosion. Despite the abundant weapons of all dimension of life to be leaded as what desired to do, nevertheless the people are drifting towards more and more than that of already have and thus the recklessness of mind is in onwards. Naturally, question arise why is this happening? the benevolent are opening that one of the most noted reason can be witnessed is the erosion of human values. So, to address this deterioration, value education is key tool to way-out the society for their good living as values are considered widely the guiding principles of our life.

Index Terms - Human values, society, value, value education

I.INTRODUCTION

India is an ancient civilization and carries with its development, the message of peace, non-violence, human brotherhood, and such other positive values to the world at large. The history of value education may be traced back from the Vedic age. During that time, education was imparted in residential schools differently known as Hermits, Rishikulas, Gurukulas, charans and Vedic schools. In those educational institution's education was imparted by priests, sages, seers, religious teachers. The main task of the teacher in India during the Vedic Age was mainly to promote moral awareness of the children. Besides, children were trained to lead disciplined and spiritual life. Emphasis was laid on the character building of the students in addition to inculcation of compassion and religiousness. Students were taught to lead their lives governed by moral values in order to obtain precious things including name, fame, and prosperity (Kaur, S. 2015). The pupils were taught to form good character. They practiced good manners in their daily life. They properly behaved with their teachers, parents, seniors, equals and inferiors in pleasing manners. Students during those days learnt to obey discipline and paid proper homage by glorifying national heroes.

Today the widespread concern for the erosion of morality and increasing cynicism of the modern society is no more alien to people concerned. The present system of education is more concerned with the transmission of the knowledge. Education should develop a sound value system. A system that respects the individuality inherent in a man, honours others' views, respects human rights, and facilitates others to live a quality life. True education should enable the individual to understand and judiciously utilize the environment including physical, biological, social, and cultural environment for harmonious relationship between nature and man. This is important for happy, prosperous, and peaceful living of the mankind.

Today the education system, not only in India but in all countries, has taken the wrong turn. No single person is responsible for this situation. Parents have failed to bring up their children properly. The nation's leaders do not set them a good example. Even teachers have failed in their responsibilities. The student of today is concerned with acquiring wealth, strength, and position, but not good qualities. Education is meant to enable one to acquire what are good qualities. Education is not intended merely to stuff the brain with information. It must transform the heart and make it pure. This sacred truth has been forgotten. When we have exemplary parents, exemplary leaders and ideal teachers, students will be ideal students, who are selfless, pure-hearted and innocent by nature, are being dragged into politics, their minds are getting fill with bitterness and hatred and their hearts are getting polluted.

The mankind of society confronts or talks about value every day and every single second whether in market, religious institution, educational institutions and so on but none ready to use it in politics, religion, education, business and so on (Kumar, R., & Sindhwani A. 2013). The acute crisis of values on such social institutions should be minimized as early as possible, among these the utmost priority should be given to education as only with education the masses of society are well

connected, and it is education through which easily we can spread the messages, information, and knowledge to society. If truth be told education is the vehicle of knowledge that helps you to learn social conduct, strength, character, and self-respect. Education is being considered as backbone and tool for the development of society as well as country as it provides knowledge, values, attitudes, life skills that brings all round development of an individual. So, such an important element of society remains valueless, today we see the erosion of values from the so-called educated people who are more involved in corrupt practices, anti-social activities, selfishness and so on. Every year millions of people earn degrees and become educated in several discipline but among them how many are sincere? Humanity is threatened, corruption, explosion is going on then what are the implications of such kinds of education in our society that's why value-based education is urgently needed and here the context and relevance of value education is entrusted.

II. CONCEPT OF VALUES

Values have many meanings that can be interpreted differently by different viewpoints. The word value is first coined by Friedrich Nietzsche in 1880. Etymologically, the term 'value' derived from the Latin word 'valere' refers to something precious, worthwhile and dearness. In other words, valere means "to be strong and vigorous" To be a value, is to have certain value, that is the power to be some specific thing. It is the value of a thing or an idea that makes us desirable or useful to us and that can give rise to an urgent demand for or interest in something that we regard as having great value. People can love only what is dear to them and only what is felt to be of high value can give rise to the energy and motivate for possession. But now the term value is being changed into other meaning related to the standard of life. It is now considered as the bundle of good qualities which the human being holds in their life to be a civilized being. It is quite popular with human being in fact this day's value became integral part of our life which lead an individual to distinguish between wrong and right, good and bad deed. This is why it is considered as the guiding principles of life. Hence, we cannot dream for a polite society without value. Values are those which helps to make a well being society and works for social benefit by acquiring trainings, life skills, attitudes and

so on. More comprehensively it is something which is socially preferred. Even, the social development is wholly responsible to values. Simply, it is a set of guiding principles that make influence in our character, conduct and attitude.

Life is a matter of choices. In human life there are certain things looked upon as admirable, honourable, to be approved of and there are things which entertain and please us but we may view them as not admirable, not honourable and not to approved of.

The concept of values is presented by Bethel from various angles.

- a. Value connotes a subject-object relationship; value relates the object to man.
- b. Value i.e. utility, is imparted to raw materials only by labour and skills.
- c. An important aspect of value creation for Malinowski was the development of a harmonious balance between individual and social values. It is a responsibility of each individual, as a creator of value, to work for gain in such a way as to contribute to the welfare of both – himself and his society.
- d. Value means the total amount of force with which an object (material or spiritual) causes a subject to attain its purpose as the means to an end.

From the above points, it clearly defines that value is nothing, but it is one by which men live, for which, they are willing to sacrifice comforts, facilities and even lives to preserve their values. Describing the dominant characteristics of the Raghu kul Tulsi das writes –

“Raghu kula rita sada chali – aaie
Pranjaay par vachannajai”

This is the highest value according to Indian philosophy.

III. CONCEPT OF VALUE EDUCATION

Value education is a term used to name several things and is much academic controversy surrounding it. Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils. Others see it as an activity that can take place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour

for their own and others' long term well-being and to reflect on and acquire other values and behaviour which recognize as being more effective for long term well-being of self and others' this means that values education can take place at home, as well as in schools, colleges, universities, offender institutions and voluntary youth organizations. There are two main approaches to values education. Some see it as including or transmitting a set of values which often come from societal or religious rules or cultural ethics. Others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behaviour for themselves and their community. Value education also leads to success. It has values of hard work, how nobody is useless and loving studies.

Human values or Value education deals with what universally valuable to all of us, what is conducive to our individuals as well as collective happiness and prosperity in a sustainable way. It will enable us to maintain peace and harmony within our own self and to maintain a universal brotherhoodness. Not only this, it will also help to make us successful professional. So, it is to be a good human being. As we see in the present generation there is a degradation of mannerism. Now, the students, especially of the Technical colleges are becoming more and more free, liberal, independent, and modern. They have their own thinking and ideologies regarding different aspects of life. The philosophy of existentialism is rapidly increasing in the nature and attitude of today's youth including students. Now they want to have their own individual freedom, choice, and existence. So, in the attainment of all this they are even going away from the path of moral values. They are also attaining many evil practices like- cybercrimes, consumerism; instil trust worthiness and many other things. Now the present generation does not want to respect their elders including their teachers and becoming more and more professional day – by- day. So, there is a need to give the Technical students such education which can make them a good human being.

As Swami Vivekananda has said:

“Education is not the amount of information that is put into your Brain & runs riots there, undigested all your life,

we must have Life-building, man making & character making assimilation of ideas.”

By this Swami Vivekananda means that the motif of attaining education whether it is technical, professional or any other, should not only be for monetary gain but we should receive such education which would help us to make us a person of moral and human values. The famous philosopher Socrates had viewed, “Not life, but good life is to be chiefly valued.” By this he means that we should not just live but live a life based on values. According to C.S. Lewis, the famous writer and critic:

Education without values, as useful as it is seems rather to make man a more clever devil.

Hence education should be based on values, morality, and ethics so that any individual acquiring it may lead a meaningful life. So that technical students who are deprived of all these values can achieve it.

The aim of value education is to inculcate some important values in life like – love, understanding, respect, discipline, and honesty. All these values are decreasing in the society day by day. In this globally changing world, now people do not have time for their family, friends and relationships resulting in the loss of feeling of love in the society. If there is love in any relationship than it will lead to the establishment of peace and harmony in the society. It is love through which compassion can be accumulated. And if the people are led by compassion, then they will see the best in others and the others will see the best in them. With the attainment of this there will be faith in the world, and it will lead to the decline of many evils in the society, and we can make this world free from many kinds of evil prejudices.

Bhagwat Gita, the religious text of the Hindus, which is being respected all over the world, says about education that:

“vidya dadati vinayam vinyati yati patram,
Patratvad dhanmapnoti dharma tato”

So, education is that process which teaches you to live a meaningful life based on the principle of truth, justice and equality. And this can only be achieved by inculcating an educational system which has its influence from different religions existing in this world.

The value education is not a new concept. It is recommended by Sri. Prakash, Dr. Mudolia Azad, Dr. Kothari, Mahatma Gandhi, D. Radhakrishnan, etc. education not only develops morality but also makes an individual capable for leadership and or intelligent fellowship. Dr. C. M. Yogi, founder – Society for

Value Education (SVE) has nicely compared Education with the value-based education in his paper presented in a workshop organised by save the children and curriculum development centre on 29th December 2009 as follows:

EDUCATION	VALUE BASED EDUCATION
Opens up our mind	Gives us purity of heart too
Provides us with skills	Provides us sincerity too
Extends our relationship with the world	Links us with our own family members too
Makes our living better	Makes our life better too
Teaches us to complete with others	Encourages us to be complete too
Makes us a good professional	Makes us a whole human too
Takes us to the top	Takes the whole society to the top
Gives us capacity of better learning	Gives us the tool for a deeper understanding too
May bring limitations	It is for liberation

After all right education means – “Sa Vidya Ya Vimuktaye”. It means, “that is knowledge which liberates”.

The very purpose and main function of education is the development of an allrounder and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that our children can help make our nation more democratic, cohesive, socially responsible, culturally rich, and intellectually competitive nation. But, nowadays, more emphasis is unduly laid on knowledge based and information-oriented education which takes care of only the child. Consequently, the other aspect of their personality like physical, emotional, social, and spiritual are not properly developed in providing for the growth of attitudes, habits, values, skills and interests among the pupils.

IV.OBJECTIVES OF VALUE EDUCATION

1. Full development of child’s personality in its physical, mental, emotional, and spiritual aspects.
2. Inculcation of good manners and responsible and cooperative citizenship.
3. Developing respect for the dignity of individual and society.
4. Inculcation of a spirit of patriotism and national integration.
5. Developing a democratic way of thinking and living.

6. Developing tolerance towards and understanding of different religious faiths.
7. Helping pupils to have faith in themselves and in some supernatural power that, is supposed to control this universe and human life.
8. Developing sense of brotherhood at social, national, and international levels.
9. Enabling pupils to make decisions on the basis of sound moral principles.
10. Evolving the evaluation criteria on value-education.
11. Suggesting measures for better utilisation of value education.
12. Finding out the interests of pupils in relation to different aspects and activities of value education.
13. Clarifying the meaning and concept of value education.
14. Improve the in tergal growth of human beings.
15. Creates attitudes and improvement towards sustainable lifestyle.
16. Increase awareness about our national integration, community development and environment.
17. Create and develop awareness about the values and their significance and role.

V. ROLE OF VALUE EDUCATION IN EDUCATIONAL SETTING

UNESCO organized a ‘values in education’ summit in 1998, to encourage schools to review their curricula in terms of value education. The fact that a world body like UNESCO should stress on the need of teaching ‘values’ in the school system is in itself a statement of the gravity of the problems created by gradual disappearance of a civil society and the preservation of democracy.

Value education, both formal and informal, may encourage students to

- Develop their own personal moral codes and have a concern for others.
- Reflect on experiences and search for meaning and pattern in their experiences.
- Have self-respect for commonly held values such as honesty, truthfulness, and justice.
- Make socially responsible judgements and to be able to provide justification of decision and actions.

With regards to teachers

- Teachers are predominant in theoretical, social, religious and economic values.
- Gender, educational training, and experience do not influence teachers' values.
- Teachers of urban schools have higher moral and economic values than the schools. So, location of the school influences teachers' values.
- Teachers differ in their values because of the type of schools and such it influences the students' values also.
- Co-curricular activities provided, and the practice followed in inculcating values to students influence students' value.

Teaching values- An experiment in education

Education is a process that starts at the next moment of birth of every child. Education did not just mean teaching the students how to read, write and get a job. It also included developing the personality of the student to make him, an ideal citizen. So, value education is education in values and education towards the inculcation of values. Different aims of education can be listed as follows:

- To impart the practical knowledge, necessary to level a useful life.
- To preserve, transmit and enhance the values from one generation to another.
- To create new values.
- To boost self-expression, self-preservation and self-confidence.
- To help individuals to adjust physically and mentally.
- To enable individuals to control environment and fulfil responsibilities.
- To eradicate communal and social disharmony.
- To develop problem solving abilities and positive approaches to life
- To utilize limited resources effectively for better achievements.

Education should train the students to recognize moral values. Teachers, leaders and the society should best samples before students and should join their hands in creating suitable atmosphere for practicing moral qualities. Teacher should protect the students from the evil influence of the society.

It is easy to talk about values, a beautiful article may also be written on how values should be developed,

how an individual should live it. The crux of the problem is how to practice rather than preaching values. Evaluation of the value attainment is a more complex phenomenon than it appears.

VI. THE IMPORTANCE OF PERSONALITY DEVELOPMENT

Personality development is essential to mould the child into a winning personality. It can bring lots of changes in the attitude, perception, and behaviour of a child. Some of its benefits are described below.

- The students become more responsible for their behaviour with teachers and fellow students.
- The students become regular with their homework and class teachers.
- They learn to cooperate with the teachers and fellow students in every situation.
- They learn to handle every situation in class with maturity.
- The students become attentive in class.
- It helps students to take their own decision without any hesitation.
- It develops a positive mind and a good attitude.
- Value education creates a strong relationship between students and teachers.

VII. HOW VALUE -BASED EDUCATION HELPS IN ATTAINING LIFE GOALS

Value-based education is essential to develop an individual and help him/her lifelong in many ways:

- It gives a positive direction to the students to shape their future and even helps them to know the purpose of their life.
- It teaches them the best way to live that can be beneficial to individuals as the people around them.
- Value education also helps the students to become more and more responsible and sensible.
- It helps them to understand the perspective of life in a better way and lead a successful life as a responsible citizen.
- It also helps students to develop a strong relationship with family and friends.
- It develops the character and personality of the students.

- Value education develops a positive view of life in the student's mind.

Clearly, value-based education is essential for the holistic development of a child. Value education develops a well-balanced individual with a strong character and value. That is why one should send his child to a school that offers value education.

VIII. REASON BEHIND THE EROSION OF VALUES

Let us have brief discussion on probable causes or reasons in behind of deterioration of human values:

1. Lack of morality

Lack of morality among might be a reason of values degrading people are less concern about morality, and even they cannot judge what is right and wrong for them. So, there should be specific moral vision for human being.

2. Lack of leadership quality

The inadequate leadership quality among the teacher is another reason of value deterioration. There should be proper place to impart the required leadership styles so that they can lead upcoming youths of nations.

3. Lack of honesty

People are not honest more they are using religion as their own property, there is no place of ideals and truth. Highest priority is given on wealth and power, no respect of human relations.

4. Inadequate inclusion of ethics in syllabus

The matter of ethics is not given priority in academic syllabi. People learn a matter or topic over the academic session but do not know the practical application or utilization. As a result, educated youths become unemployed and seek for job.

5. Lack of co-scholastic activities in schools

There should be arrangement of co-scholastic activities in schools, such activities can enhance student's life. Schools should organize debate, games and sports, literary activities so that social problems can be discussed.

IX. PRESENT SCENARIO OF EDUCATION

Today's education system has lost its luster and relevance because of the western influence. It has succeeded in developing within us a hatred towards our own tradition and culture and in making us look at the western way of life with respect and admiration.

- Our country today is in the throes of a moral and cultural crisis & we can say that our education has failed to create a decent society.
- There is a crisis of character, moral decay & breakdown of traditional discipline.
- Quick acquisition of position & wealth by whatever means, fair or foul; good/ bad has been the soul motive of the products of such a defective system of education.
- We can see the way organised crime, financial frauds & terrorists' violence (are being headed) by some of the best minds endowed with the best of educational & technical attainments.
- Look at the way even the members of the learned professions indulge in scandalous unethical ways of making money obligations and social responsibilities.
- Merit has been consistently ignored in academic setup.
- Ugly symptoms are seen everywhere.
- Today's education gives importance to the total marks, merit positions, awards & such thing. The education system has changed into the examination system & now it is becoming an information system; pushing back the value system that the earlier system used to emphasize.

X. GUIDELINES FOR PTOPER VALUE ORIENTATION

- Develop Gandhian values among the students.
- Perceive his role as an agent of change in the community.
- Perceive his role not only as a leader of children but also that of a guide to the community.
- Act as a link between the school and the community.
- Possess warm and positive attitude towards growing children and their academic, social-emotional and personal problems.
- The preservation of environmental resources and preservation of historical monuments and other cultural heritage.
- Develop understanding of the objective school education in the Indian context and awareness of the role of school in achieving the goals of building up a democratic secular and socialist society.

- Develop understanding interests, attitudes and skills that would enable him to foster all round growth and development of the children under his care.
- Develop competence to teach on the basis of the accepted principles of teaching and learning.
- The teacher should be a mediator in the encounter between individual and the mass of information.

XI.CONCLUSION

In our day-to-day life was talking about value but till today we could not perceive actual value instead all are proceeding towards negative values which led men in getting more and more without investing and as a result there is no peace in mind. Consequently restlessness, dishonesty, immortality, and corruption are intensifying day by day. To address these challenges value-based education is imitable and has a crucial place in the betterment of society as well as nation.so keeping on view the value-based education certain educational policy, curricula, syllabi should be framed. While framing value-based curriculum responsibility, co-operation, peace, respect, honest, humanity should be incorporated but entire process must be completed under the supervision of expert teacher and the teacher and learner must be humble and cooperate each other and work each other. What the world needs today is neither a new order, a new education, a new system, a new society nor a new religion. The remedy is lies in a mind, in a heart filled with holiness. Holiness must take root and grow in the minds and heart of youth everywhere. Government is spending more and more money to impart education to people. Value education deals with what is universally valuable to all of us, what is conducive to our individual and collective happiness and prosperity in a sustainable way. It enables us to be in harmony within ourselves, with other human beings and with rest of nature at large. Such an understanding will be vital for the successful conduct of our profession as well and it will lead to universal brotherhoodness.

In ancient times, Krishna financially helped his childhood friend Sudama. Now a day's brothers are quarrelling for money and ready to kill each other. Eklavya gave his teacher Dronacharya his thumb happily. Nowadays, a student will not hesitate even for a second before cutting his teacher's thumb. These

things prove that people were really good at heart in ancient India because they were taught moral values from the very beginning. That is where present students lag in. so the conclusion of his research is that there is a strong need of imparting value-based education to students along with other subjects.

- It is vitally important that all staff members feel involved in the process of values education, so consideration must be given to in-service education, throughout the process, share the development with parents and the wider school community.
- Finally, ensure that the process is well-planned, monitored, evaluated, and celebrated in order to keep the process alive and constantly under review.

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