

Concerns of Value Education: Role & Responsibilities of Educational Institutions



EDUCATION

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ABSTRACT

In most of the schools and colleges, there is a total lack of the conception of human development and nation building in the education process. This has resulted in the gradual attrition of values among people and the body expedient.

The only way to detain this turn down is in providing value education in our educational system. Teachers pass values to the students both knowingly and unknowingly through their behavior in and out of class rooms. Therefore, the need for a knowingly planned value education program and teachers of high moral values & good characters are equally important and teachers can fulfill the role to facilitate the learners awareness, to help them examine their choices and preferences, enable them have dialogue on value issues and act according to their well thought and responsible decisions.

Let us hope that concerns of value education will be realized by educational institutions and they will produce students of high moral values and characters.

INTRODUCTION

When we open a newspaper in the morning, most headlines scream about snatching, robberies, murder and violence against children, girls, women and senior citizens. The other set of news relates to dishonesty, cheating, scams, frauds and corruption involving much more of ruffians. Who assigns these crimes? Most of the guilty parties are well educated men and women. In the pre-independence period, when a short numbers of people had access to formal education, most crimes were entrusted by illiterate people. It was given that educated persons would display ethical conduct, good manners, decency and civilized behavior. With an enormous enhancement of the educational system, the standard as measured by the percentage of marks obtained in examinations has been rising to unmatched levels. But, unfortunately there is an obvious decline in the moral values, general behavior and character of students coming out of schools and colleges.

Value education is embedded in Indian philosophy and culture and entrenched in every custom of Indian culture. Educational institutions play a significant role in the endorsement of value. The Vedas and Upanishads form the source of encouragement for value education. In the Vedic period, in Ashram education, the Guru insists his pupil to follow certain values throughout his life. In most of the schools and colleges, there is a total lack of the conception of human development and nation building in the education process. The emphasis instead, is on money-making and hoarding. This has resulted in the gradual attrition of values among people and the body expedient. This trend needs to be upturned if India has to carry on as a nation and obtain its due place in the world. The only way to detain this turn down is in providing value education in our educational system.

VALUES AND VALUE EDUCATION

The values and attitudes we live by influence how we relate to other people and to all our behaviors in the surroundings, and so are a major persuade on our prospects for attaining a sustainable future. Although they cannot be alienated from cognitive sympathetic, attitudes and values relate to the emotional dimension of human behavior. Values are usually long-term standards or doctrines that are used to judge the merit of an idea or action. They endow the criteria by which any one decides whether something is right or wrong, good or bad.

'Value Education' is a process that gives young people an initiation into values, giving knowledge of the rules expect-

ed to work in this mode of relating to other people, and to seek the development in the pupil a grasp of sure underlying principles, together with the ability to apply these rules prudentially, and to have the settled. Themes that values education can say to varying degrees are personal development, moral development, character, spiritual development, religious education, citizenship education, social development and cultural development. 'Value Education' is a term used to name many things, and there is a lot academic storm surrounding it. Some regard it as all aspects of the process by which teachers and or other adults convey values to students. Value education is "learning about self and wisdom of life" in a systematic, self exploratory and scientific way through formal education. Thus, values education can take place at home, as well as in schools, colleges, universities, offender institutions and voluntary youth organizations. There are two major approaches to values education. Some see it as inculcating or conveying a set of values which frequently come from religious or societal rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behaviors for themselves and their community.

In fact, Value is a relationship between a person and an environmental circumstance which evokes a positive response in the human being. However, education cannot develop values in segregation of society, circumstances and the situation. 'Education is life and life is education'. Education defines the effectiveness, significance, usefulness and utilitarian values accomplishing the target peacefully.

CONCERNS OF VALUE EDUCATION

There are contradictory values functioning at cross-purposes. Honesty and integrity are the rare articles of trade. Pluralism, parity and equality are high forms of social conduct, characteristic, custom and tuning, and are obtained within the society. Family has its values to thrive and abide by. Society is the bigger family constituted by enumerable ethnic, groups, subgroups, caste, SC/ST and minority. But the people of the society live jointly respecting their own individual group system and living values like customs, religions, believe patterns of life and approaches.

The calamity now is that every group in the social accumulation is making efforts to retain its separate uniqueness and value. It goes against the common move toward and values of conjoint living. Recent past has shown fragmentation in the core of social order from within. Collective and adjoined efforts are barely seen to ensure unanimity, harmony and

unity (values) in the position and dossier of the social formation. Convergence of ideas towards constructing common social life is waning and conflicting opinions are budding instead to destroy the case. Therefore power struggle, quarrel, squabble, lack of respect, aggression, violence, terror, threats, disruption, interference, waging war against each other have created fear neurosis and have overwhelmed the social supremacy. It has made the society void. It is all due to thought, feeling, approach, manner and attitude to flourish their value system on the cost of others.

ROLE & RESPONSIBILITIES OF EDUCATIONAL INSTITUTIONS IN VALUE EDUCATION

The idea of what values should be cultivated through education has been best expressed in the Constitution of India. The Constitution of India has overtly laid down fundamental duties of its citizens in Article 51A, emphasizing that every citizen of India would promote harmony and spirit of common brotherhood, linguistic, transcending religious, and regional diversities; abjure violent behavior; large heartedness, co-operation and tolerance; renounce practices derogatory to the dignity of women; value and preserve the rich heritage of our composite culture; protect and improve the natural environment; develop the scientific temper; respect for the culture of other groups; promoting broader capabilities, attitudes and skills that matter not just in schools but also life beyond schools; make every effort towards brilliance in all fields of individual and joint action so that the nation constantly goes up to higher levels of endeavor and achievement. As the Constitution encompasses the values for living in harmony with self and one's natural and social environment, it provides the base line in working out the framework of values to be cultivated in students. In this regard, the following steps should be taken at school stage by the educational institutions-

- *School empowerment*: providing a panorama to shape the school and future of education.
- *Improve environment in education*: daring teaching.
- *Personality development*: allowing space for students to take accountability and responsibility.
- *Improve the quality of education*: Value based Education is a transformative process for improvement.
- *Non-hateful educators*: establishing unified and occupied approaches to education and the educational community.
- *Scrupulous problem solving*: arising from relational scarcity such as lack of unity, unmanageable stress.
- *Social and Cultural change*: providing knowledge of moral standard of living, directed by worldwide positive values.

SOLUTIONS OF DETERIORATION IN THE VALUE EDUCATION

Following may be solutions of deterioration in the value education-

- Moral awareness should be approved to familiarize the progress in science & technology towards the welfare of human beings.
- Common values should be re-discovered to unite human beings with the general turn down of conventional ethics.
- Teachers pass values to the students both knowingly and unknowingly through their behavior in and out of class rooms. Therefore the appointment of teachers of high moral values & good character must be considered.
- The students might face more convoluted decision making circumstances about issues related to values.

They should be assisted in developing the capability to make appropriate choices in such circumstances through value education.

- Increase in Juvenile criminal behavior is a crisis to youth who under goes the progression of individual growth. In such condition value education presumes a special importance.
- Value Education stimulates snooping, development of proper interests, attitudes, values and capacity to imagine and judge about oneself.
- Value Education helps in approving Social and Natural assimilation.

CONCLUSION

Generally, it is accepted that there are five worldwide human values i.e. *Truth, Righteous conduct, Peace, Love and Non-violence* which are directly linked to intellectual, physical, emotional psyche and spiritual aspects of human personality. These values are essentially attained during childhood, first in the home and then at school. Parents, teachers and principals can work together in providing highly satisfactory family climate and college by way of giving affection security and freedom of decision making in order to enhance the values of students. All the schools should implement suitable programmes to make the students aware about the importance of value education from the prior stages of development. However, the point to be considered is that value education is not value nuisance. The ownership and development of values lies with the learner. Teachers may impose their values and may succeed in making the learner coherent the values but the learner may not live values when out of the learning environment. It is also important to heighten student's self-awareness to examine, to discern, to prioritize and imbibe values in one's life. It is only well reasoned acceptance of values which eventually strengthens internalization, moving from self-awareness to self direction and acting on one's values consciously and responsibly. The educator's role is therefore (a) to facilitate the learners awareness, (b) to help them examine their choices and preferences, (c) enable them have dialogue on value issues and (d) expand their ways of looking at things, understanding situations and events (e) and act according to their well thought and responsible decisions. Let us hope for a good world where we give equal importance to the co-human beings.

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