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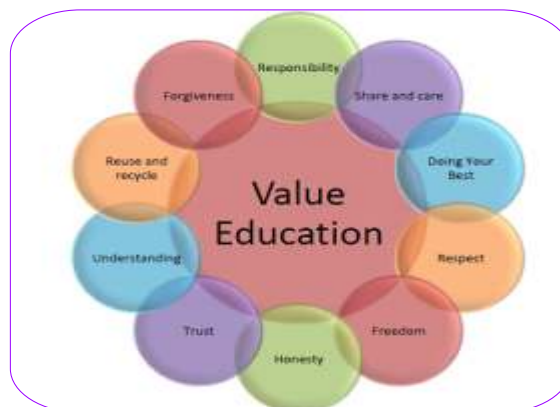
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VALUE EDUCATION: AN INDIAN PERSPECTIVE

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ABSTRACT:

From the very ancient time, the qualitative education has thrown up on a great importance in the Indian education system. In modern society, considering the importance of different level of education a good education system has been started. At present, the social quality is being deteriorated at the improvement of economic development. To protect this social deterioration in the educational system the moral quality of student is of utter need. Qualitative education help direct the right path of teacher students. In this paper, different types of sources, qualitative education, different education commission of India, the role of quality education, how the relation between teacher of student help improve the ideal student etc. are well scripted.

KEYWORDS: value education, Sources of value education, Issues behind the need.

INTRODUCTION :

During the ancient and medieval periods, value education- known as spiritual education – was provided mainly through religious institutions. The designated institutions would impart education in accordance with certain faiths which would, in turn, help students to be good human beings in keeping with the advocated standards.

Now a days, countries especially those subscribing to democracy, are not wedded to any particular religion. They accord all religions the same status and position. Here moral education is to be given in a secular manner. The aim of this education, then, is to prepare good people, and not necessarily religious people. Attempts are made to inculcate values like democracy, secularism, socialism, equality, justice and fraternity.

Every society adopts certain norms of behavior because it wishes to survives and perpetuate. For implementation and execution of these norms, each society has its own functionaries.

OBJECTIVES-

- To understand the meaning of value education
- To discuss the different sources to imparting value education.
- To review the historical development of value education in independent India.

METHODOLOGY OF THE STUDY-

The approach of the study was qualitative in nature. The paper is solely based on secondary information collected from different sources like books, journal, articles, reports of various government organization and commissions, articles published in national and international journals, websites etc. The generalization made in

this study on the basis of reliable and valid data obtained from the mentioned sources.

Meaning of value education- value education is related to those activities, which are good, useful and valuable from the educational point of view and considered as educational values or values in education. Learning values for the pleasure of the individual and the welfare of the society is called value education. It is education which developed a sense of discrimination between the good and the evil. This discrimination is based on values. The search for what is right and what is wrong is value education. In this sense, education is a much wider concept than teaching. As Adam says education is a bipolar process which has the "educator pole" teacher and the "educated pole" (student). Hence, education has for its aims to modify the nature of the educand, and not merely to supply a certain amount of knowledge. In the words of Ruskin, "Education does not mean teaching people to know what they do not know, it means teaching them to behave as they do not behave". Therefore, the teacher employs only those activities which are educationally useful and valuable in order to mould and modify the behavior of the child. Thus, the teacher and the child participate only in those activities which they regard as educationally useful and valuable.

Broad Perspective - From a broader perspective, the aims of value education is linked with the fundamental question of what education itself is meant for.

1. Individual's perspective- To enable students to achieve personal fulfillment for success in life and work.
2. Societal perspective- Education aims to prepare the youth to contribute to society, nation, and the world.

Plato wrote in the Republic, "The mark of an educated person is the willingness to use one's knowledge and skills to solve the problem of society".

PROMOTING VALUE EDUCATION IN INDEPENDENT INDIA:

After Independence, continual attempts have been made to emphasize the importance and significance of value education. The Radhakrishnan Commission (1948) considered both philosophical and practical aspects of values and made certain recommendations in this respect. In 1949, the CABE appointed the Committee on Religious and Moral Instruction, popularly known as Sri Prakash Committee after its chairman, which recommended a number of measures to inculcate moral and spiritual values in students. Not satisfied with the progress made in this regard, the Kothari Commission (1946-66) emphasized the urgency to take steps to provide value orientation to education. The Commission suggested drawing freely upon our heritage as well as that of others. The NPE, 1986 also emphasized the need of value education and asked for the changes in the curriculum in order to make education a forceful tool when it comes to the cultivation of social and moral values.

While most educationists agree on the need for introducing values in the educational system, there is little agreement on how to do this. Value education should not merely be an attempt to teach virtues to children, as this by itself serves a limited purpose. To bring about true progress, educational institutions must help students to enhance their understanding of scientific and spiritual principles.

Education- secular, social moral or spiritual- takes place at three basic levels: in various institutions of society and through an individual's own volition. An effective programme of value education calls for active coordination between all the institutions of society and family. Educational institutions in general and teachers in particular have a great role to play in this respect.

Along with moral values, students must also be taught to acquire those skills and attitudes that would empower them and help them make the right choices in life. When virtues are practiced willingly and wisely, they become an effective instrument for one's spiritual development and for the transformation of the society. But if forced upon people, they lose their significance.

Source of Value Education- There are many different sources, which can be utilized by the teachers to impart value education. They are as follows.

- (i) Regular subjects of the school curriculum are the first sources of value education. Whatever subject we teach, there is a set of values, which is hidden in structure and methodology. The teacher will have to find it out and

accordingly impart instructions. For example, general science is associated with such values as free inquiry, commitment to truth and mathematics and history have their own distinctive values.

(ii) Co-curricular activities are the second important sources for the development values. They provide young pupils with opportunities for self-expression and self-fulfillment.

The students-self-government in school, NCC, NSS, Boy Scouts and Girls Guides, Red-cross, the various clubs and associations, games and sports, excursions and field visits, all provide opportunities for the students to come together in the pursuit of common goals and ideals. Besides the development of creativity and distinctive intellectual, social and cultural interests, students also learn from these activities, the values of democratic living, co-operation, tolerance, secularism and responsibility. These activities provide experience in learning values through actual living.

(iii) The environment is the third sources of value education. Some great Indian personalities in like Tagore, Gandhi and Sri Aurobindo laid much stress on the creation of a conducive environment in centers of learning for the development of personality of the student. The personal examples and hard work of the teachers, the ideals of the teachers, pupils and the parents help the students to acquire right values in life.

IMPARTING OF VALUE EDUCATION

There are two distinct ways of imparting value education: (i) direct and (ii) indirect or incidental. The deliberate and systematic instruction in values provided in school time-table is known as direct way of imparting values. In some States, moral education is imparted in this manner. Here the values to be inculcated are explained, discussed and illustrated through stories and tables, anecdote, moral dilemmas and real life events. Indirectly, value education can be imparted through the regular subjects of the school curriculum and co-curricular activities. Value education becomes incidental, when it is learnt through specific situations that occur in the school, for example, an act of bravery by a student, an act of discipline and moral failure (theft, dishonesty) provide value education.

VALUE EDUCATION:

The education which is about human values and good mode of living is called value education. Each society and religion has its established values. Man is expected to follow these values.

Value education teaches a man to distinguish between good and bad, wanted and unwanted. Value education has become pertinent for community and society in the modern age of cultural degradation and environment deterioration. The inclusion of it in the present education system is the demand of the hour. The child inherits the value education from his parents and grandparents. Certain norms and values of living are also taught in education institutions by the teachers. The child or student should adopt and follow it, for this it is necessary that guardians and teachers should follow them in the daily routine. On seeing the elders abiding by the life values, the younger generation will itself try to follow it. If a man considers himself the son of Nature or Earth, then he will never imagine even to pollute any part of earth or cut down trees or kill any species. Believing in this notion 'The Earth is itself a family' man should live Nature and adopt the principle of renunciation then most of the problems that man faces today will easily be solved. The concept of value education is modern and elaborate. This is different from the conventional religious education which contains our moral, social, cultural and spiritualistic values. In it, different subjects/issues are made value oriented. Later on, it is stressed that these values are inculcated in the lives of the students, so that they can have a balanced and all round development. Value education is used two meanings-

(i) Education of Value

(ii) Value oriented education

In the first we want to impart/provide moral, social cultural and metaphysical values like history and geography, and in value oriented education, by inculcating value education in all the subjects, stress is laid on the development of these values. In National Education Policy, 1986 (Amended in 1992) and its Working Plan of 1992, stress is laid on value based education, which education has been underlined a powerful armament for the establishment of social and moral values.

Main Issues Behind The Need For Imparting Value Education:

TRADITIONAL VERSUS MODERNITY- Developing societies such as Indian often face a conflict between tradition and modernization. It is important to make young learners develop attitudes where they do not see everything in tradition as bad or everything in modernization as good. There are many things positive about our traditional culture, which need to be felt and understood such as tolerance of dissonance, harmony rather than control over environment, collectivism and self-definition in a social context emphasizing modesty, cooperation, duty, acceptance etc.

GLOBALIZATION- Globalization signifies an omnipresent culture. Societies have become less and less monolithic in which we live now is more complex and multiple with different cultures developing in such a way that it is no longer possible to think of adapting to a homogeneous environment.

DIVERSITY- India is a multilingual, multicultural, and multi religious country. Universality and diversity may seem incompatible but both have to co-exist in a democratic and diverse society such as ours, where values of democracy prevail along with the differences that are also fully recognized and respected.

INCLUSIVITY- A healthy, happy society is one in which all its members feel included and do not feel excluded from the process of the society because of their colour, culture, caste, religion, gender, or community.

ENVIRONMENT- Making children sensitive to the environment and the need for its protection is an immediate social concern. The reckless exploitation of environment, depletion of ozone layer, global warming, industrial pollution, deforestation, and soil erosion are few problems faced by humanity.

EXPLODING WORLD OF SCIENCE AND TECHNOLOGY- It is very clear that the coming decades are going to see a greater explosion of science and technology, while we are still trying to cope with present challenges of new technology are to be used is a question of values. Application of science and technology in a more humane and rational way to related to moral and ethical responsibility.

MASS MEDIA- A major universal aspect of contemporary society is the trespass of mass media into the day-to-day life of all societies. The values and attitudes that get transmitted, most often, are rather contrary to the values desired by the family, society, or school. Propagating myths and derogatory images of women, for example, is likely to make the young learner grow up with prejudices that are injurious to women and society, rather than learning that all human beings are equal.

Values enshrined in our constitution such as justice, liberty, equality, and fundamental duties.

CONCLUSION:

In perspective of social, Educational view, value education is well discussed of subject and is regarded as very important issue. All education commission constitutional before and after independence took effective steps for uplifting value education. But in present in present time, many obstructions are on the way in the educational path of India. To get rid of these obstructions, value education should be imported. One ideal teacher considers value education plays a remarkable role to improve of to upgrade the quality education.

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