

Saarth

E-Journal of Research

ISSN NO: 2395-339X

**“Value Education”=Knowledge without values is not only useless
but it is also very dangerous for the society**

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Abstract

Value education builds tough character which is helpful for development of both the individual as well as the society in common. It affects our decision-making in life and contributes us to build healthy relationships in society. Currently, education is just occupation oriented. It may protect you a job but it cannot guide you to direct your life. In last about half a century, the people have turn out to be highly money-oriented. Every individual today is concerned about collecting plenty of money and materialistic comforts. In the case of teaching values the role of role models to be more successful than conversation. And the significant point to note is that coaching others is considered the most successful way to study. Schools need to link hands with parents to counteract the unhelpful influences of current life and that children need a role model with whom they can discuss issues which confuse and confound them, on even a weekly basis, we would be making taking the first step. One period a week is already accessible in most schools. The main purpose of education should be enabling students to increase understanding and ethical values. Not only school but the role of parents should be there to teach ethical values.

Keywords: Value Education, moral values, character

Introduction

A person's adulthood is directly related to the outline of how he/she thinks about concepts such as fairness, civil liberties, equality and human wellbeing. Values are the guiding philosophy of life that contributes to the all-round expansion of a person. They give a path to life and thus carry joy, satisfaction and harmony.

In ancient India, the Vedas, the Upanishads and the epics like Ramayana manifested and upheld the values of Indian people. More significance was given to principles, truthfulness, responsibility, fact, companionship, brotherhood, etc. They were the themes of Indian traditions and society. Imparting value education and reforming the society were the only aims and objectives of the teachers of the very old ages.

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In the current world, due to numerous changes in different areas of our civilization such as population, progression in science and technology, IT revolution, liberalization, privatization and globalization along with the influence of western culture, values are rapidly weakening in all spheres of life as well as education due to commercialization of education and education systems. There is focal point on generating "products" i.e. preparing them for examination. Coaching centers serve this objective.

LITERATURE REVIEW

An Article was published in Global journal for research analysis regarding “VALUE BASED EDUCATION IS THE ONLY SOLUTION TO THE PROBLEM OF CRISIS OF MORAL VALUES AMONG THE YOUTH OF INDIA”

Deepa Aswathi studied that teachers are putting more and more importance on marks obtained by students rather than measuring them as a entire whether they are prepared to countenance situations of life or not. Parents are selecting the schools which are marketing for better educational accomplishment of their student, ignoring the other aspects of schooling. Parents and Teachers wants that student should be taught that type of education which can help him to get a good job and position in employment marketplace, which will eventually help him to build up lot of money and things of free time and enjoyment. Excellent purpose of Education has been totally unnoticed by our strategy makers and students have become engine to produce marks and teachers as engine machinist. origin reason of the problem lies in the quality of education we are giving to our child. Parents are putting more importance on materialistic teaching based on educational achievements of child, ignoring the largely growth of child. Not only parents but teachers and schools are also accountable for misguiding the path of education. Even our program and syllabus are also not constructive for teaching ethical values to child. But now parents and teachers both have renowned the importance of value education in life of an individual.

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An Article was published in International Journal of Educational Planning & Administration regarding “EVALUATING THE IMPACTS OF VALUE EDUCATION:”

Amardeep Singh has identified that Inculcation of values among the students can play a very important role by protecting them from unhelpful influences which may be caused due to present day nasty consumerism and an forceful rush for Individual fulfillment. Over the past two decades, colleges and educational centers have dedicated force and possessions to a broad range of educational programmes and initiatives structured to encourage character values and behaviors in their students. Colleges and institutions are devoting energy and resources to a wide choice of educational programmes and initiatives unambiguously structured to encourage character values and behaviors in their students. Value education forms a part of the syllabus in different educational settings across the world Countries like India, Australia and Singapore laid a strong prominence on imparting value education through well defined curriculum and syllabus. In this paper, an attempt has been made to examine the impacts of value education on the educational performance of the students as well as the in general surroundings of the educational institutions where value education programmes have been openly put into practice. There is a need to take out more such studies in different educational settings crosswise the world for ascertaining the encouraging effect of values education on the educational achievements of the students and overall environment of the academic institutions.

An Article was published in International Journal of Value Education regarding “AN APPROACH TO VALUE ORIENTATION OF TEACHERS’ EDUCATION”

C. SESHADRI identified the issue of teachers’ training for value education and its answer to the requirement for value education in the schools. Defining value education as education itself, the author advocates the necessitate for the homework of a teacher as an mediator for societal transform, to furnish him or her to distribute the quality of values as per the circumstances and explore the process by which children build up values necessary for living in the world. Teachers require being skilled to make situations and be inventive to reproduce on that situation by making students aware of values and highlighting its need. In

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ISSN NO: 2395-339X

some states, separate curricular provision is made in schools for teaching values. In others, value teaching is integrated with the regular school activities. The content of value teaching also remains a contentious issue. While some plead for yoga, meditation and education about religions, others would like to confine themselves to 'secular' learning.

An Article was published in International Journal of Emerging Research in Management & Technology regarding “VALUE BASED EDUCATION -- NEED OF THE DAY”

Jyoti Jindal identified that Value education develops character which is helpful for development of both the individual youth and the society in general. It influences our decision making in life and helps us cultivate by constructing strong associations in society. People who become grand statesmen, sports persons or industry entrepreneurs have some positive things in common. They are all attentive about their environment. They all know how greatest to utilize what they have. They all think in hard work and in doing activities which are excellent for the society. Creation of such values in our youth is the end product of value Education. Recent disaster in 'values' in our youth has revitalized concern for value education in India. solid steps are now being taken by Indian society and we all must link this association to see 'Shining India 'in a very close to future.

An Article was published in National Council Of Educational Research And Training regarding “EDUCATION FOR VALUES IN SCHOOLS – A FRAMEWORK”

Prof. Sushma Gulati & Prof. Daya Pant recognized that the entire activity of education is extricable connected with the expansion of values. Devoid of the potential to nurture values, education losses its heart and soul. No one who attempts to represent the spirit of age in which we live can perhaps ignore the significance of education for values. Peace and safety are facing new challenges that could have harmful implications if we do not address them completely. The impressionable years of youth in schools are critical. Whatever is learnt and imbibed will decide to how students would live out their life in future. The worry about value deprivation is not new to this era. Even before independence such worry were pronounced in policy documents. Policy makers and educators have all beside critically mediated on this worry and have been trying to distinguish the possible of schooling, pinning

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their hopes on education to fulfill the aspirations and expectations of the public and the society at large.

NEED FOR VALUE EDUCATION

Society is going through a tragedy. The amazing importance on the systematic and mechanical conduct of life is fast dropping man to the status of a machine. ethical and secular values are being spoiled. Society is not considering basic rules of civilization. Conflicts of thoughts, etiquette and behavior are worrying the atmosphere.. At this situation, to resolve the problems of these social and overall harms. Value education is treated as an important tool. Emphasis should be focused on such education through which moral values can be developed among the students so that they should conduct their life morally. They can decide what is right or wrong; what is good or evil; what is fairness or unfairness. If we can make a student as a good human being, the development of moral values inside him is the prior task of schooling. They are the basis of human survival. They make our life significant. Due to shortage of values in the present age group the set of courses must give importance to value education. Value education has never been out of prototype. It is very relevant in approximately all the fields concerning human action.

Value Education gives motivation and leadership to our young people. It builds physically powerful nature which is useful for growth of both the human being and the society in general. It influences our decision-making in life and helps us to construct healthy relationships in society. The success of a country depends on its men of illumination and character. At present, education is merely job oriented. It may protect you a job but it cannot guide you to lead your life. In last about half a century, the people have become greatly materialistic. Every human being today is concerned about collecting plenty of money and materialistic comforts. The world to-day is over-exploiting all natural resources without bothering about the own future generations. Deforestation, water and air pollution, extreme utilization of natural fuels and other resources is outcome of this human greediness. This has given increase to an additional social accountability of 'environment protection'. Thus scope of value education to-day has widened to cover up both the religious and the social standards.

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These values are not aesthetic requirements of present individual race. These are necessary for peaceful living and sustainable growth in the world.

METHODS AND APPROACH TO VALUE EDUCATION

The field of value education is as broad as human life itself. In India during Ramayan or Mahabharat period ethics are taught to the child together with official education in *Gurukuls*, where *Guru* or high priest teaches the students at their *Ashrams* throughout different methods and equips them to look the life. In recent days *Gurukuls* were replaced with formal school and colleges which are giving the prescribed education to children. Not only schools and colleges but family, society, mass media and other means of communications also affects the education of child. Parents and teachers can use these instruments for incorporating important values in child. The technique and policy in imparting value education depends upon the values chosen, age of the child and certain other factors. syllabus can be used for giving value based teaching. Through various activities child can with no trouble catch the approach. Although values can be transferred in students through hidden or unplanned method but it is a very complex method and every teacher is neither competent nor trained enough to carry out such type of experiments.

WHAT CAN BE DONE FOR VALUE EDUCATION

In India, most value teaching programmes have been initiated by spiritual organizations. However, they are generally worldly in nature and universal values like truthfulness, faith, accountability, kindness etc., are given major significance. Ramakrishna Mission, Ananda Sangha, Art of Living, Brahma Kumaris, The Chinmayananda Mission and many others are enthusiastically concerned in promoting value education in their schools or in the form of casual or formal classes. Gandhiji said that ‘configuration of character should have main concern over the alphabet’ and Swami Vivekananda said that teaching of religion must be part and parcel of education which, according to him was essential to teach ethics. Over the years, however, value education has taken the back seat.

Can values be taught?

Given the state of public life in our country today – where corruption, violence and intolerance are increasingly evident in day to day interactions – isn’t it high time that

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educationists made a concerted effort to teach values? The very first objection from many is that values cannot be taught, they need to be imbibed. My contention is that while it is mostly imbibed, it must also be taught. Ideally, values must be taught by people who are willing to lead by example. Fortunately for us, Indian culture has ensured that good role models can still be found amongst our midst.

SUGGESTIONS

According to Swami Vivekananda “if we want to make our students as a moral human being, school curriculum is one of the best ways to serve this purpose.”

- ❖ If we can at least have the same opinion that Educational Institutes need to join hands with parents to work against the negative influences of modern life and that children need a role model with whom they can talk about issues which puzzle and confound them, on even a weekly basis, we would be making taking the first step.
- ❖ The main objective of education should be enabling students to increase awareness and ethical values.
- ❖ If all parents were educating their children moral values in the home, it would not necessitate for schools for this work. Most of children are not learning from their parents the dissimilarity between right and wrong. Because most parents are very busy in they work and cannot give time to kids.
- ❖ Students must be educated that untruthfulness and dishonest is wrong, and will obtain you nowhere in the future. As a student, one is only hurting himself or herself by dishonest, because this action will ultimately catch up to you in the end with bad consequences.
- ❖ To attain an ordinary objective, it is essential for all people to work jointly. If this is not done, a few people may get benefits, but the end result for everyone will be a failure. I still believe in the motto, “united we stand and divided we fall.”

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CONCLUSION

As a society we must involve our self in this movement of teaching morality and ethics as responsible parents, teachers, students, social workers and Government planners for our benefits only. It is not enough to introduce 'Value Education' as a curriculum. We must also create a true value based surrounding in the schools, colleges and the society. Our jointly efforts will definitely give us fruitful result for shining our country. Teachers are a role-model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. Teacher makes a maximum impact on the personality of a student in the formative years. Teacher should act as a friend, philosopher and guide. A teacher is not only a source of information but is also a mentor and guardian. For this teacher must respect the teaching profession, love her subjects and students, Students will seek inspiration from teachers who have high self-esteem.

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