

Saarth

E-Journal of Research

ISSN NO: 2395-339X

NEED FOR VALUE EDUCATION

Dr.Nareshbhai R. Patel*

Today's society aims at result oriented work, and benefit of self. The society is hungry for progress, economic development, industrialization, urbanization and so on. The society doesn't care for ways and means to achieve the expected result. So there is degradation of values and rise of anti-values in all walks of life. Education cannot remain aloof from anti-values. Education becomes a medium of getting degree and it has nothing to do with morality and values of life.

In ancient India, education contains life like values in which thought and action were integral part of the education system. Instructions emphasized on moral and ethical values in Taxshila and Nalanda. Formal education was organized around religious institutions. At that time education was related with moral development, cultured good and not with economic or material progress. The instruction for students would;

“Let your conduct be marked by right action, including study and teaching of the scriptures; by truthfulness in word, deed and thought; by self-denial and the practice of austerity ; by poise and self control, by performance of the everyday duties of life with a cheerful and in unattached mind.... deviate not from the path of good.”¹

‘Panchtantra’- a collection of animal fables in verse and prose, the original Sanskrit work, to educate the three ignorant princes, which consists the central Hindu principles of ‘Niti’-‘the wise conduct of life’. It emphasized on ethical values of life. It is considered a treatise on political science and human conduct. It draws from ‘Dharma and Arthashastras” quoting them extensively;

“The harmonious development of the powers of man, a life in which security, prosperity, resolute action, friendship and good learning are so combined to produce joy”²

The goal of education was to combine knowledge with compassion and efficiency with moral excellence.

***Dr.Nareshbhai R. Patel , Principal. Arts College, Vadali.**

Saarth

E-Journal of Research

ISSN NO: 2395-339X

The present Context

The word 'Value Education' acquires an importance and discussions in the field of education in our country. The issue has been given priority at national level in the National Education Policy (NPE) 1986. The policy declares,

“the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values”. The need for value education setup by the Government of India in 1983 recommended for the inclusion of a value-education component in the teacher education programme besides spelling out details of curriculum, methodology and teachers role. Basic values covers honesty, truth, self-respect, love for human dignity, compassion for others, human rights, freedom, rejection of cruelty, non-violence, culture of peace etc.

The students are expected to change by the process of education. Value education inculcates virtues and morality in the students. One can bring change in thinking, feeling and actions.

Objectives of Value Education in Modern Context:-

Today's society is influenced by Industrialization and commercialization. Values have been changed, and more emphasis on material progress. Although principles of freedom, democracy, equality and justice remain important for society. Religious education system was replaced by secular education system, to understand more religions, freedom and human rights.

Basic values like honesty, truth and secular values like tolerance, love for human dignity, respect, individual freedom, human rights, practice of non – violence and the culture of peace become more important today. The United Nations in its charter in 1945, established three pillars, namely peace, justice and freedom as follows;

“We the people of United Nations determined to save succeeding generations from the scourge of war to reaffirm faith in fundamental human rights..... in the equal rights of men and women, to practice tolerance and live together and live together in peace”³

Saarth

E-Journal of Research

ISSN NO: 2395-339X

Education can be the main instrument to promote knowledge, values, attitudes and skills conducive to respect for human rights and to build a culture of peace and democracy. The values can be integrated into curriculum. Value education prepares an individual to meet the modern world's demands. A civilized individual must possess certain minimum social skills. He has to establish relationship with whom he may come across for a short while or for a long duration.

He has to play different roles in different contexts. He has to function as a citizen of the state, or this country and of the world. He has to deal with business or job, in his private or public capacity. Value education prepares an individual to meet these demands. The traditional form can not be accomplished with a few do's and don'ts.

The working group on values education has identified five dimensions on value education. They are physical education, mental development, emotional education, aesthetic development and also moral and spiritual domain.

Today the emphasis is more on socio-economic reconstruction. The aim is distribution of the benefits brought about by modernization. Traditional cultural values have had little time to adjust to certain attributes of modernization. Curriculum should recognize the tension which is brought about by the conflicts between tradition and change. The pupils should be developed in such programmes which will enable them to employ modern skills for the betterment of making and renew their fundamental traditional values.

Value education programmes should relate to development of spirit of national identity and patriotism in children. These qualities strengthen and integrate the nation. Some times, exaggeration of these qualities may develop a feeling that their country is always right. Children should be enabled to develop a world-view, whole world is now a community, and survival of the nations depends on mutual co-operation.

Value education makes an individual able to think right, to feel the right kind of emotions and to act in the desirable manner. Value education is related with knowledge, action and emotion. Certain do's and don't would not be part of education of feelings and moral reasoning.

Value education can not be imported only by textbook material. Other learning resources and inspiration of teachers play an important role. Incidents and problems develop value judgment, examples from day to day situations, inspiration from great men, reading biographies, autobiographies, literature, and

Saarth

E-Journal of Research

ISSN NO: 2395-339X

scriptures from world religions play key role. Social services like cleaning slums, blood-donation camp, visit to hospitals and educational campus in villages should become part of value education.

References:

- Pravananda S. and Frederick Manchester. The Upanishads, Vedanta press, Hollywood, California, 1947, PP 81-82.
- Ryder, Arthur W. (trans) 1925, The Panchtantra, University of Chicago Press.
- United Nations: Preamble, Charter of the United Nations, June 1945, United Nations, New York.