



VALUE EDUCATION IN PRESENT SCENARIO

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ABSTRACT

IF WEALTH IS LOST NOTHING IS LOST"

"IF HEALTH IS LOST SOMETHING IS LOST"

"IF CHARACTER IS LOST EVERYTHING IS LOST"

BEST OF ALL THINGS IS CHARACTER.

FATHER OF INDIAN NATION MAHATMA GANDHI

Character building and value education make a human being more humane and responsible individual. A person without Character and the basic human values shall not be able to blossom in life. Love, compassion, mutual respect, brotherhood and good moral character are some of the qualities that make an individual a better human being. The objective of education is man-making and what is a man without character and values. Great emphasis of the educational program in the school shall be on value based education and character building.

In present scenario, the upcoming new generation influenced with fashionable lifestyle, has discarded our values in one way or the other. In such a situation it is very important for someone to lay down basic principles for us so that we may lead a brightened life. No matter the stepping stones of success hit us hard, we on the basis of these principles can guide our life. The present paper is an attempt to state the importance of value education for the present as well as future generations so that they can contribute in the development of the society.

KEYWORDS: Character building , value education.

Introduction:

Value education is the process by which people give values to others. It can be 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 behavior, to assess the effectiveness of these values and associated behavior for their own and others' long term well-being and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others. There is a difference between literacy and education.

Values education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organizations. There are two main approaches to values education, some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realization **Definition and the Concept of Value Education (With Example)!**

Values' education is a term used to name several things, and there 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 behavior, to assess the effectiveness of these values and associated behavior for their own and others' long term well-being and to reflect on and acquire other values and behavior which they 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 inculcating 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 behavior for themselves and their community. Value education also leads to success. It has values of hard work, how nobody is useless and loving studies.

Explicit values education is associated with those different pedagogies, methods or programs that teachers or educators use in order to create learning experiences for students when it comes to value questions.

Implicit values education on the other hand covers those aspects of the educational experience resulting in value influence learning, which can be related to the concept of hidden curriculum. This discussion on implicit and explicit raises the philosophical problem of whether or not an unintentional action can be called education.

Objectives of Value Education:

- To improve the integral growth of human begins.
- To create attitudes and improvement towards sustainable lifestyle.
- To increase awareness about our national history our cultural heritage, constitutional rights, national integration, community development and environment.
- To create and develop awareness about the values and their significance and role.
- To know about various living and non-living organisms and their interaction with environment.

Value Based Environmental Education:

Let us see how environmental education is made value-oriented:

1. Human Values:

Preparation of text-books and resource materials about environmental education can play an important role in building positive attitudes about environment. The basic human value 'man in nature' rather than 'nature for man' needs to be infused through the same.

2. Social Values:

Love, compassion, tolerance and justice which are the basic teachings of most of our religions need to be woven into environmental education. These are the values to be nurtured so that all forms of life and the biodiversity on this earth are protected.

3. Cultural and Religious Values:

These are the values enshrined in Vedas like 'Dehi me dadami te' i.e. "you give me and I give you" (Yajurveda) emphasize that man should not exploit nature without nurturing her. Our cultural customs and rituals in many ways teach us to perform such functions as would protect and nurture nature and respect every aspect of nature, treating them as sacred, are it rivers, earth, mountains or forests.

4. Ethical Values:

Environmental education should encompass the ethical values of earth-centric rather than human-centric world-view. The educational system should promote the earth-citizenship thinking. Instead of considering human being as supreme we have to think of the welfare of the earth.

5. Global Values:

The concept that the human civilization is a part of the planet as a whole and similarly nature and various natural phenomena over the earth are interconnected and inter-linked with special bonds of harmony. If we disturb this harmony anywhere there will be an ecological imbalance leading to catastrophic results.

6. Spiritual Values:

Principles of self-restraint, self-discipline, contentment, reduction of wants, freedom from greed and austerity are some of the finest elements intricately woven into the traditional and religious fabric of our country. All these values promote conservatism and transform our consumerist approach of what is a good behavior for themselves and their community.

The moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. Values however are either innate or acquired. Innate values are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity.

Acquired values are those external values adopted at your "place of birth" or "place of growth" and are influenced by the immediate environment. Examples of acquired values are one's mode of dress, the way you bless, cultural customs, traditions, habits and tendencies.

The main causes of moral degeneration are:

- Lack of respect for the sanctity of human life.
- Breakdown of parental control of children in families
- Lack of respect for authority, seen through the brazen breaking of the law and Total disregard for rules and regulations
- Crime and corruption
- Abuse of alcohol and drugs
- Abuse of women and children, and other vulnerable members of society. Lack of respect for other people and property.

To solve all these type problems it is necessary to know the main causes of the above problems. We know today children are tomorrow's citizens. If we give good education to the present day children, the future of the next generations will be well. My opinion education is the solution for all types of the problems. Now we are living in the modern century. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and value things. The main object of the study is to inculcate moral and value based education in schools and colleges and to know the attitude of intermediate students towards moral values. Gandhi ji advised the inmates of Sabarmati Ashram on the practice of the following values in their day- to-day life:

1. Ahimsa
2. Non-stealing
3. Non-possession
4. Swadeshi
5. Manual work
6. Fearlessness
7. Truth
8. Chastity
9. Equality of religion
10. Removal of untouchability
11. Control of palate

In the early 1900s education was considered firmly as a consumer durable. That is, most of the people acquired an education just for their personal satisfaction or enjoyment and intellectual pursuits over their lifetime. One could not find an essential correlation between acquiring more education and higher earning capability due to increased productivity, or higher social value due to progressing society as a whole. It was until 1950s that emerged as an era when more industrial per-

ception was shaped in to view to help comprehend the phenomenon of improving the economic performance of the nation by investing in citizens through education. This came as a critical concept in the competition between the US and the USSR.

The U.S. started investing in education in 1950 which included a huge expansion of the secondary education and the GI Bill. Due to all that they had to justify the new policies and there was a necessity for elaborating the human capital in an effort to formally assess the true value of educational investments. The educational investment has been made to grow to over 6% of GNP in many countries over the last 50 years.

Educational must return some sort of financial gains in order for it to have any value outside of being simply a consumer durable. The theory of human capital implies the same fact by stating that if you invest in human capital you will get value back in the form increased productivity. We will consider this increased productivity in three domains: the individual, business, and society.

On an individual basis, does a person acquire value from an education? It is evidently shown in statistics that people that complete higher levels of education tend to earn higher salaries than people that have only completed secondary school. While it is arguable whether the investment in higher degrees for individuals is worth the total costs (income forgone, tuition), it is not arguable that a person has augmented their individual financial productivity. The increases level of education lets the person to earn more money in less time as compare to the person who has completed a lower level of education. By definition this is increased productivity on an individual basis. On macro scale of primary vs. Secondary vs. University vs. Graduate this theory seems very clear and it may have less steady dynamics at more micro standards. For e.g. it could be very conceivable for MBAs to earn more as compare to those have completed PhDs.

As far as the business's perception is concerned we have to analyze whether businesses acquire value from the education workers or not. There are many "productivity studies" that have been done on workers and the survey proves that educated workers are more productive then illiterate ones even in a type of business where literacy doesn't seem critical for the completion of task.

This trend can be well explained by the fact that going through the process of learning to read and write builds the ability to solve one's problem through better communication and efficient training to other workers. Businesses also show that they give more value to the educated workers simply because they have been willing to them higher wages than less educated workers over a long period of time.

As far the business's perception is concerned, we have to analyze whether businesses acquire value from educated workers or not. There are many "productivity studies" that have been done on workers producing simple commodities like "wheat" where the literacy was not that critical to complete the tasks. This trend is explained by the fact that going through the process of learning to read and write builds the ability in the workers solves their problems effectively through better communication. This increases more efficiency in them since they can help educate and train other workers to be more efficient. Businesses also emphasize on giving more value to the educated personals rather than less educated ones because they have been willing to pay them their worth over a long period of time.

The last category we will make our analysis on is the value of education in the society. Does educating citizens increase societal productivity? There is one major area where this clearly holds true is that it is essential for democracies to have literate citizens base in order to function properly. The more the people are literate, the better they can make a decision for an election of a candidate with the greatest likelihood of success. In several ways education is required in democratic countries for self-preservation and advancement as a whole.

A part from value of Human Capital, the social capital's theory plays a very important role in capitalizing the value of education. As stated in professor crony's module, "the formation of human capital may depend greatly on social relations in the family, community and the nation as a whole". The example we can relate to this is that a child whose parents have high human capital (i.e. highly educated) will not benefit much from schooling unless his/her parents invest their social capital to help their child push through the school and in turn increase the human capital of their child. Social capital can be in the form of the individual and their family unit, the individual and their external network, and society and its ability to support its citizens. Social capital must balance investment in human capital in order to achieve the full potential value and Return over Investment (ROI) of any investment in education.

Conclusion:

The challenge may come while quantifying the direct impact and value of many investments in education specifically due to its long incubation period. I think it is very clear that an educated public produces important value on many levels. Individuals benefit by increased earnings & high living standard, businesses gain by being able to improve productivity, and society gains by having a stronger level of civil contribution.

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