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Contemporary Challenges and Relevance of Value Education

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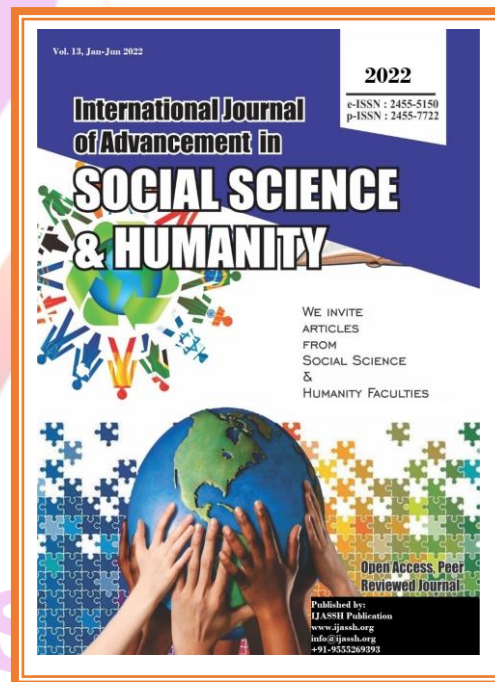
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Man is the unique creation in the universe, which is under certain parameters free to make his own destiny. He has naturally to think what are to be the guiding stars of his life process, ever since it assumed a systematic and organized form, has accepted inculcation and imbibing of fundamental human values in mankind as its most primary task. Of late it has been found in our desire to raise the standard of living of the people, we have somehow become oblivious of human values so much necessary, it India is to save from the danger of developing tendencies towards narrowness, prejudice and fanaticism, which are apt to lead to destruction. Education and life are inseparable. The highest object of all educational effort is to bring fullness and richness into man's life to explore his inner creative resource and to release them from constructive purposes leading to individuals as well as social good.

Life forces us to make choices, to rate things as a better or worse, and to formulate some scale or standard of values. Each individual man has some sense of values and no society has been found that is devoid of some value, system. Therefore, the question is not so much whether or not we are going to have standards, convictions, loyalties, and ideals around which our lives are organized, as whether there are to be consistent or inconsistent, Life promoting or life destroying. To ignore the role of values is to have a very distorted or one sided view of man and his world.

In the present time great changes are taking place within a fraction of the life span of single individuals and this situation creates unprecedented problems

in both human living conditions and human thinking. Yet in spite of our amazing advances, many thoughtful people are disturbed and anxious. They are concerned over a situation in which our physical power, scientific knowledge and wealth stand in sharp contrast with the failure of governments and individuals to come to grips with the pressing intellectual and moral problems of life. Knowledge seems divorced from value; it is possible to have great power without insight. Our civilization is making progress in science and technology, in other areas including the ethical and nonmaterial, there is widespread confusion and possible disintegration. With man's rapidly increasing knowledge and power over the physical and intellectual world, his potentialities for good as well as for evil are greater than ever before. We may come to live in a better world than man has ever known. What our world becomes depends in large part on whether we have the intelligence, the sense of responsibility, the courage, and the determination to reconstruct a set of values in which we can believe. The great achievements of the sciences and the value of scientific method are universally recognized. Theoretical advances dealing with matter space. Time, evolution and the life have given us a new outlook on the world. The practical application of scientific knowledge to technology and mechanization touches our lives daily at innumerable points. We are beginning to believe that there is no area of life about which scientific methods cannot produce some information. The science has enabled us to reduce the barriers of space and time by rapid methods of communication, travel and transportation. We have been released from many of the old fears and hazards to life and happiness,

but the very fact that scientific methods are so valuable and have so much prestige been likely to blind us to certain errors into which both the scientist and the general public are inclined to fall. Many sciences, perhaps all of them, ought to employ objective, quantitative, and mechanical methods because of the greater simplicity and accuracy of these methods. When they are used, however, it must be remembered that the sciences are not telling the whole story. Scientific methods are among man's most useful intellectual tools, but lay the others, they can be misused. Abuses arises not only when these techniques get into the hands of evil men, but also when a good man comes to believe that the aspect of nature he is studying the only aspect. A philosophy that includes a scale of values underlies each society and gives it some unity and sense of direction. In fact a civilization is inconsiderable part of set of ideas, ideals and values that acts as the cohesive force to hold the various parts of society together. When these societies tend to break up into conflicting groups, each groups claiming autonomy. In an era in which revolutionary changes are occurring and old orders are being destroyed, it is well to be aware of the role of value system.

The dictionary meaning of the term value is something that has worth, utility and importance. From a historical view point, a value may be defined as a thing which is good. Operationally, the concept of values may be defined as "factors which affect human behaviour." Intellectually, value may be defined as a "Concept which is accepted by the subconscious mind, is understood by all and perceived by the individual." Human behaviour is guided by values. Value parameters differ from

person to person, society to society, culture to culture, nation to nation. They also differ in time. Coming to the field of education there are a set of parameters which are suggested for the enhancement of value education in the country. Education is expected to be a powerful tool for moulding the social, economic, political, ethical, cultural and spiritual values. Thus the value education is expected to influence the value system in other field of human life. Therefore, the value education which is supposed to be the basic weapon shall be, itself a strong powerful and highly effective one. Our educational scenario is suffering under the overload of objectives. More specifically, it suffers from ambiguity, multiplicity, and incompatibility of objectives our education lacked clarifies of purpose. The aim of education is to lead a child from darkness to light, to help him gain intellectual and moral effectiveness, to train him for employment, to make him a better citizen, to enable him to cope with better. Challenges of modernity, to initiate him in Indian Culture and traditional, to make a better human being and to make himself reliant stated differently, education is supposed to be a vehicle of perpetuation of Indian culture, national unity, modernization, economic development, human resource development, and above all liberation of mind. It is one thing to view education as a means of employment and quite another to look upon it as a source of producing better human beings. The past and present system of education projects diametrically opposite facts and figures. The entire system of education was based on good virtues and values in the past. Today it is full of voices and evil practices. In the past the objectives of curriculum are cantered round character

building and nation building. Now it is content, cantered mastery of subject matter and self-learning was the objectives of past education. Certification and getting jobs are the objectives of present education. Yearning for power and getting money by any means seem to be the ultimate aim of today's education. Commercialization of education encompassed the whole idea of present day educational machinery and even the top sided industrialization of education has its bad influence of education system.

Value education has the capacity to transform a diseased mind into a very young fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and heightened level of perception. This leads to fulfilment of the evolutionary role in man and life. "Values are those principals or standards which help to better the quality of life. Values codify the do's and don'ts of behaviours, Values from the basics of character formation and personality development. The values that spring from within or the care of the heart like love, compassion, sympathy, empathy, tolerance etc. lay foundation for the external practiced values like honesty, discipline, punctuality and loyalty. The most important to remember is that values are priceless while valuable are priced. Value education as a skill supports development through improved access to knowledge, skills and changes attitudes and perspectives.

The need for cultivating human values through a continuous process of education is most glowing in the case of those of us who are dwellers in cities and so called educated. Education forms

human interaction, it is regarded as the transmission of value and accumulated knowledge of society. Appropriate mechanism is to be devised to internalize the values both inside and outside the classroom. Research in the field of education showed that sound training received in the school, college found to be responsible for human values are ensure a smooth passage of life for a human being both within himself and in outer world of men. Although education in humanities must all times have in it an element for inculcation of all human values, a shift in emphasis will always have to be judiciously laid in the light social surroundings and general trend of times. Human values play an important part in making human life individually and socially happier, it out to be nurtured in a good system of education.

In order to make value education as a powerful tool education shall be made more open, more reflective and more vocal with great participation of teachers, students, parents and the society in deciding all major aspects of education. So far the education system in our country is a very closed one without dated teachers training programmes and syllabi, heavy and mind bogging exercises with more paper work. There is a little that a student can look into the society and learn and mush less the relevance of his learning to the society. Therefore, education lost its relevance of the social economic, political, cultural, spiritual and philosophical values of our country.

The country has to face a number of unprecedented challenges in the new century; one of these is the impact of phenomenon of liberalization, privatization

and globalization. Globalization is an outcome of rapid and significant technological changes, geo-political evolution and a dominant ideology of regulation by the market forces. It is characterized by essential factors like the emphasis on market led economics spreading across the planet, an accelerated increase in technology innovations, especially in the field of communications and the interdependence between these different dimensions. As a result of globalization, most of the problems of universal nature do not stop at any one country's border posts, but call for wide solutions instead. The phenomenon of globalization however is not going to transform education completely. Education therefore, has not to lose sight of its traditional basic goals. Globalization may pave the way more autonomy for individuals in a society of knowledge which would imply that schools shall have a develop capacity among students to acquire relevant knowledge and inculcate and interpret new values that will, in turn, guarantee them the ability to remain up to date with the evolution of their environment.

Globalization shall also underline a need for rebuilding the social links through education at school and in non-formal environments-so that the desire for and the benefits of living together would be learned by learning to work in team and the development of individual abilities. It will also promote the quality of learning to listen to others, to learn from the events which surrounds us and understand the economic, social and political environment, whether at a national or global level. Education should be the catalyst for the desire to live together in

their own society on the one hand and the global village on the other, through the teaching of universal values such as tolerance and human rights, the diversity of cultures, respect for others and for the environment by searching for the right balance between the society's concerns and the integrity of the individual. The challenges created by globalization for the educational process would mean rethinking about the selection and delivery of educational content, integrating new sources of information, development competence along with knowledge, literacy and understanding of civic and administrative procedures would also be made available to the students to make their life simple, hassle free and safe.

An important characteristic of life skills is that they are temporal and spatial in nature. Hence, they are required to be contextual. There are certain care life skills such as problem-solving, critical thinking, Communication, self-awareness, coping with stress, decision-making, creative thinking and generative thinking, interpersonal relationships and empathy. So today it is equally important for us to give a proper value orientation to our educational system. According to Radhakrishnan- "Education is not limited to the imparting of information or the training in skills. It has to give the educated a proper sense of value, because the quantity of education development but the real quality is reduced." Jean Piaget remarks that-The principal goal of education is to create person who are capable of doing new things, not simply repeating what other generations have done, people who are creative, inventive and discoverers. Education is intrinsically and by definition value oriented. To speak

therefore, of value oriented education, in a sense a tautology. In fact education is a subject of large setting of culture, and culture of cultivation of faculties and powers pertaining to reason, ethics and aesthetics in the light of the pursuit of values of truth, beauty and Goodness. Now the basic question arises-Are we teaching our student to ask questions about themselves; their role in society, their attitudes and responses to the increasing violence and intolerance? Our curriculum has to be more than syllabus, more than subject, knowledge, moving towards a process of discovery and invention of new ways of living. We have failed in passing to the younger generation values that we once cherished the spirit of sacrifice for the motherland, the restlessness 'O' to alleviate the miseries of our poverty stricken masses and the urge to build a strong India, restoring to it the pride of place in the community of nations. We have failed to inculcate in them love for our cultural values based on the concept of sacrifice and service-not only to ours.

As a good learning paradigm for value, education is to use five essential steps that promote active learning and internalization. These are: Contextualize, Provide for experience, Ensure Reflection, Equally insist on action and finally evaluate only an active learning strategies will make the young participative learner examine critically the India of the past and present and develop a value framework for their own personal and professional lives.

In turn with Acharya Ramamurti Review Committee Report on National Educational urgent need to implement value orientation of Education as a top priority programme for an integrated growth of body mind and spirit in today's depressing national and international scenario based on 'money making' than on 'man-making.' At last I conclude with the words of Radhakrishnan's-Education is not limited to the imparting of information or the training in skills. It has to give the educated a proper sense of values.

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