Education is Incomplete without Values

Shahwar Fatima Zaidi
Research Scholar,
Department of Education,
Aligarh Muslim University.
shahwar.zaidi@yahoo.in

Abstract

Education means modification in behavior but in present scenario education receives in order to get high designations. Today people are running to achieve materialistic things but they forget that material things never give satisfaction. The more we get, more we desire. Our lust for things is unending, never be completed but is this really we want or sometimes we think that we have lost in the acquisition of things. The parent never follow moral values at home, the teachers just come to school to earn their livelihood. Then, how can our students and children learn values and ethics. Nobody ever think about this. What we do we just give long suggestions to convince our students but where we are, what is our position. We are not practical, never adopt values in our life. Then we have no right to expect from our children. The present paper is an attempt to explain what the values are and how have other countries adopt values in their schools and importance of value education for humanity.

Keywords: Value education, values, materialistic world, ethics.

1. Introduction

With the evolution of earth, human being experienced changes from the very beginning. These changes expand the thought process of man. Physical, mental, social, economic, political, mechanical, chemical, educational and environmental changes lead towards growth, progress, development and advancement. No doubt, there is progress in every field but the values are disappearing, the essential part of the human life. This we can realize to see the Delhi Gang rape case in which a minor was the main accused. What does it mean? Where we are? This shows that values are having no place in our whole society. We are discussed these things in four walls of our home but we do not dare to do anything for these cause. What we all are doing, just busy in money making. We become deaf to listen the hue and cry of our fellow beings. Therefore, it is the need of hour that value education should be the part of the school curriculum.

The teacher wants to teach and have interacted with two types of students one - students who have interest in learning and other who just have urge to get good and more marks. This difference already shows where we are lagging behind where is the gap? The second category only studied just to get good jobs and good salaries. The present situation of educational institutions is that they are providing “utility value” of education means the quality of educational institution is determined by the salary packages offered through campus placements. They don’t give attention to “intrinsic value” of education. The focus of most of the students is on salary packages and profitable jobs. The main concern of students are getting white color jobs in finance, HR and marketing management. Hence, the primary emphasis is on the marks, grades, so that they can enjoy a lifelong profitable career. No one have interest to acquire true learning, genuine knowledge, and proficiency in one subject. Therefore in this social set-up where money making is on the priority of getting education. We should choose a way so that our students will start taking interest in morality, emotions and ethics. This can be possible if we introduce value education in our school curriculum.
Values are those principles or standards, which help to better the quality of life. Value guides what are dos and don’ts of behavior. They explain the basic of character formation and personality development. The values of love, compassion, sympathy, empathy, tolerance etc. develop certain external values like honesty, discipline, punctuality and loyalty. In modern world, most of the people are run behind materialism. The results are rampant corruption, unlawful activities, inhuman behavior and immoral consumption, which is destroying our social structure from inside. Therefore, there is an urgency to introduce value based spiritual education dealing especially human values, to reshape the structure of our educational system. In nursery or play school when a child gets admission in school, he is like a soft clay, this is the right time to impart value education so that right impressions in the child’s mind will guide him throughout his life. School is the common platform for all children which provide an interactive and learning environment. Teachers should present themselves as role models.

The basic approach to impart value education is love. This is the most important features of value education. The three approaches of value education are as follows:

1. The independent approach
2. The integrated approach
3. The subtle approach

The natural path i.e. sahaj marg is a system of practical training in spirituality. The aim of natural path is inner perfection, god realization, meditation which regulates the mind. Value education can be received at home, schools, colleges, universities, institutions and voluntary organizations. According to Mahatma Gandhi, education means all round drawing out of the best in child body, mind and soul. Mackenzie says that it is the process that goes throughout the life. Thus education develops the individual like a flower, which spreads its fragrance all over the environment. Just as one hand, education is helpful for the total development of personality of an individual. On the other hand it contributes to the growth and development of the society. It is only through education that moral ideals, spiritual values, national spirit and cultural heritage are transferred from one generation to another for purification, preservation, and sublimation.

2. Definition of values

The term value has been defined in many ways. According to Oxford English Dictionary “one’s judgment of what is valuable in life is value.”

According to Brubacher “To state one’s aim of education is at once to state his educational values.”

According to Adams, “Education is a bipolar process having two parts – (i) the teacher and (ii) the child.” Both the teacher and the child participate in those activities which they consider as educationally useful and valuable.

According to Cunningham, “Educational values are aims of education. Through education qualities, abilities and capacities are promoted in the individuals, which are inherent values of life. Some investigators include several themes under value education. These are moral education, citizenship education, character, moral development, religious education, spiritual development, personal, social and cultural development.

3. Determinants of values

According to J.S. Brubacher, in the process of transformation, we have to depend on the following:
The above mentioned determinants of values are very important for a society and an individual. All the determinants are changed by time, place, circumstances and situations except philosopher's opinion. The views of philosopher are remain relevant to all the times and place. But different philosophers give emphasis to different values. For some, intrinsic values are essential, other supports, instrumental values.

4. Types of value education:

There are two types of values such as explicit values and implicit values. They are explaining as follow:

- Explicit values education is associated with the process, methods, pedagogy that a teacher uses to develop a sense of respect towards values among students. For example: work together, it develops the feeling of cooperation.
- Implicit values education includes the aspects of hidden curriculum which influences educational values, for example: developing good habits like truth speaking, not to steal, be punctual etc.

5. School based value education programmes:

Various educational programs should be started in schools to develop the interest towards values. These are as follows:

1. Moral education: Moral values in every civilized society are the legal socio-religious norms which develops a sense of spiritualism in human mind. With the help of value education one can easily distinguish between good and bad, right or wrong.
2. Teacher education: Teachers or educators have a responsibility to develop interests of values and morals among students. They should present their behavior as role models in front of students. Here the necessity of practical approach is demanded.
3. Living values education Programmes (LVEP): Value education projects should be undertaken to inculcate twelve values they are unity, peace, happiness, hope, humanity, simplicity, trust, freedom, co-operation, honesty, courage, love, among students.
4. Character education: Character education is a concept which is used to describe the sense of personal and social beings in the teaching learning process. This includes social and emotional learning, moral reasoning/cognitive development, life skills education, health education, violence prevention, critical thinking, ethical reasoning, conflict resolution and mediation. Lickona (1996) mentions eleven principles of successful character education.

At this juncture, importance of value education is realized by European countries. More emphasis is given to spread value education in their educational institution. The work related to value education has been introduced in many European countries. Some of them are explain as follows:

1. Australia
   The Australian Government is seriously concerned about Values Education. For this they recently funds values education in schools, encourages publications and funding of school forums on values education at every level of education.
2. Japan
There are instances for the promotion of moral education by large number of teachers in Japanese primary and junior high schools.

3. **Singapore**
   Teacher training institutions have included in curriculum to teach moral and civic education programmes but students do not take much interest in these.

4. **Sweden**
   Values education is a part of Swedish schools whereas the formal curriculum is about educating students to be active democratic citizen through practising students participation, quality in everyday school life, values education and school democracy but it appeared to be reduced to traditional discipline rule and regulations.

5. **Thailand**
   In Thailand, values have taught in the context of Buddhist religious education. They have been applied the values as an extra curricular activity since 1982, to prepare their students for the competitive world emerged by globalization.

6. **United Kingdom**
   British government have not recognize values education but it has been promoted in the name of spiritual, moral, social, and cultural development (SMSCD) since 1988. The schools are free to decide how values education should be developed. Values education courses in Britain implements with the government supported campaign like Social and Emotional Aspects of Learning (SEAL) but are provided by local experts.

**Conclusion**

Value education is important to help everyone in improving the value system that they holds and put them in use. It is our duty to uphold the various types of values in life such as cultural values, universal values, personal values and social values. Thus, value education is always essential to shape a student’s life and to give him an opportunity of performing himself on the global stage. The need for value education among the parents, children, teachers etc is constantly increasing as we continue to witness increasing violent activities, behavioral disorder and lack of unity in society.

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