

EMERGING CRISIS AND CHALLENGES OF VALUE BASED EDUCATION AMONGST THE STUDENTS

ABSTRACT

"Students, in developing countries, especially like India, are in the midst of an overwhelming "values" crisis. Seeking more of what western culture can produce, some of the students push for the adoption of western ideas and practices. They are faced with a choice: either staying as they are or adopting the western value system in total and rejecting everything they have known. This confusion and conflict results in literally tearing apart the cultures of the students. "Values" concept is directly related to student growth and development, which needs to be emphasized. We, as teachers should be in a position of inculcating human values among the students of our younger generation. This paper focuses on the emerging crisis and challenges of value based education among the younger generation especially the future pillars of our nation.

INTRODUCTION

In the *Past Education Scenario*, firstly, Education was imparted by Rishis or Maharishis in Gurukulavasam. In that, Rishis were trikalajnanis - knowing everything from the past, present and future as well as knowing everything that is to be known from the past, present and future. In that sense, they imparted knowledge coming from the past, they imparted knowledge from the present, based on their own spiritual experiences and in a sense, imparted knowledge of the future, from their own vision of the distant future to which they alone had access. Secondly, Education was developed in the Joint Family System which stood for a great deal of care, love and well being. The old received as much care and attention as the very young and the children were shared by all as a sort of common wealth, and a source of joy and happiness. Story Telling has always been an effective way of presenting values, concepts and ideas to children and adults alike.

In the *Present Educational System*, the values are not up to the mark of the standard because of the following reasons :

- Non-existence of Gurukulasampradaya as well as the joint family system has adversely affected the present education scenario.
- Absence of a holistic approach and an imbalanced growth of knowledge dealing only

with the external world around us related to the inner-self of an individual.

- Misdirected educational system in developing a person as a humane being it is only directed towards superficial level achievements.
- Designed purely for money-making for man-making the system only produces negative qualities like jealousy, hatred, rivalry instead of virtues like kindness, compassion and honesty.

The present system of education deals with the syllabi framed by Organisations of the Government and Government Officials. There is supposed to be 'Education' now, but there is also Corruption, more Greed, more Selfishness, Poverty, lack of sincerity and integrity. Because, now Education is synonymous with (EEE) - *Examination, Employment, Empowerment*. Unfortunately it no more stands for (EEE) - *Emancipation, Ennoblement, Evolution*.

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WHAT IS REAL EDUCATION

Education is not mere stuffing of facts. When what is real education? And what should be its role? Education is for the actualization of the potential already in children. Education is really the process of removing the ignorance that is covering our inner knowledge, which is absolute, which is perfect, which is eternal, which is supreme. Education is for a Holistic Life and not for a mere living. 'Education' needs to be enriched with VALUES like Character, Good Conduct, Moral Integrity and Self Discipline.

WHY TO IMPART VALUES IN EDUCATION

Imparting value education is limited to mere conduct of expert lectures/discourses on values, ethics, morality education etc. and/or indulging in community/social service. There is no conscious effort made anywhere to bring about internal change in an individual. Anything good must sprout from inside so that the external body can reflect the beauty of it in all its glory. This harmony between inner and external process is termed as 'Spiritual Civilisation'.

There is an urgent need for change – changing from what we are to what we have to become.

Change from ambitions to aspirations - the importance and urgency of change must be brought forth through our education system.

We need education to understand the value of education and the value of further education.

Since values are caught rather than taught, it is imperative to devise other meaningful and pragmatic strategies to help in personal evolution, embracing all aspects of existence.

HOW VALUE EDUCATION HELPS THE STUDENTS

Value Education will help the school and college students as :

The Need to Understand Oneself as - *Who Am I?, What is my goal? and How should I proceed towards my goal?*

Management of Self like *Time Management, Stress Management and Life Management.*

- ❖ Decision Making in the sense *What is good for me?, How to make decisions? and Co-operation and Co-ordination.* Article
- ❖ Personality Development like *What is Personality?, How should one develop personality? and How should I mould myself?*

APPROACHES TO VALUE BASED EDUCATION :

We can define different approaches to inculcate Value Based Education in Schools and Colleges. The approaches are given in detail for the present generation to adopt.

1. *Independent Approach* like Prayer, Meditation, Positive Resolutions, Bhajans / Songs, Value Education classes, Stories, Self Introspection and Yogasana.
2. *Integrated Approach* has Curricular Subjects namely English, Language, Maths, Sciences and Humanities and Co-Curricular Subjects namely Dance, Music, Drawing, Craft and Games.
3. *Subtle Approach* such as Role of the Teacher, Role of the School, Role of the Parents/Family and Role of the Society.

NEED OF THE HOUR

Since in the present situation, the terrorists and the persons who are helping them are all educated and scholars, now, the question arises, "Why are they doing so even though they have got good and sound education?". For that the answer in the developing countries is the problem of educated unemployment. If our young men and women studying in schools and colleges are properly trained for making a livelihood through a proper channel, they would surely be good citizens of our country. Based on the fact that "Values are caught and not taught", parents, teachers, peers, family and society should influence the student and his behaviour. Parents and teachers must regulate their minds. Parents have to be wise enough to know that "My child is mine; nevertheless it has its own existence. It has a tendency of growth and let me allow it to grow". Based on the life oriented value based spiritual

curriculum and love based approach the process of education in this millennium should provide the following four types of knowledge: Knowledge which is taught, Knowledge gained through intuition, Knowledge gained through revelation and Ultimate knowledge that comes from within ourselves through meditation - yogic practice.

CHALLENGES WHILE IMPLEMENTING VALUE BASED EDUCATION

1. Religion vs Spirituality

- Even educated, intelligent people often confuse religion with spirituality.
- Spirituality is in no way related to religion and in fact spirituality begins where religion ends.
- Spirituality aims at integrating the entire humanity under the umbrella of universal brotherhood irrespective of one's religious background, beliefs, caste, creed, sex, language, race, country etc.
- Religions have caused several wars and resulted in division of mankind.
- Religions survive on the weapons of fear and temptation, spirituality thrives on love alone.
- There cannot be any resistance from any corner to implement a spiritual education programme.

2. The five levels of education

Information should not be confused with knowledge, *knowledge* should not be confused with wisdom, *wisdom* should not be confused with intuition, and *intuition* should not be confused with *revelation*. There are so many levels in this world today.

Unfortunately in today's schools only the lowest of these five levels is taught. The higher levels seem to have no meaning, and they are not even referred to.

3. The myth about Yoga

The purpose of any yogic practice should be the nourishment of the soul and the sole aim of such practice is complete oneness with the Ultimate and nothing short of it. Perhaps yoga is

the most misused/misinterpreted term today, not only in the west, but in our country too. Today we have yoga for dance, yoga for sex, yoga for sports, yoga for diabetes cure, yoga for ladies. The crux of the problem lies in our understanding of the real goal of human life. We are happy with temporary goals of peace, cure of diseases, mukthi or just concentration. In today's fast life, people expect miracles to happen in their life without any self-effort.

4. Role models

- Since the most effective approach to Value Based Education is the subtle approach, parents and teachers have to be role models. Therefore both parents and teachers must regulate their mind by practicing meditation, yoga, prayers, etc.
- A real teacher continues to learn all his life. Common understanding is the most important because, unless we lay a ground of common understanding, neither can the teacher understand the student nor can the student understand the teacher. Understanding is in the real sense, not with the head but with the heart.
- A good teacher must recognize and attack that unwillingness, subdue it, entice the own that unwillingness out of his/her shell in which they have wrapped themselves. And the battle is won.
 - o Education lies in capturing the heart, a vision of what it is to be truly human.
 - o Touching the students' hearts and teaching their minds.
 - o The teacher should realise "The more I give of myself, the more I receive".
- It is the same with parents too. Between the teacher and the student, there must be a flow of love from the teacher to the student and reciprocated by obedience from the student to the teacher. The teacher must become a good example, which the students can follow, someone the students are afraid of.

ROLE OF THE SCHOOLS

In some schools, the teachers have argued that their role is to be neutral, to provide students with information they need in order to make what (hopefully) will be the correct decision from a variety of choices. But is there not a great risk in adopting a position of moral neutrality with young people? To deliberately not take a stand on life choices - drug use, exploitation of others, relationships with authority, or sexual activity - is to send a powerful subliminal message that "anything goes". We should not be surprised if a value-free education produces value-free adults. Surely we want children to become adults who are caring, persistent, tolerant, fair and imbued with a deep sense of compassion. We should teach them to do their best to be just, reasonable, loyal and trustworthy. Imperfect though we all are as human beings, we must surely aspire to see these attributes as the foundation on which we build young lives. The values adopted should be those of the school and the community in which it is based.

The purpose is to examine how values were developed and adopted, and the extent to which they inform and influence personal and educational outcomes. Perhaps it is also time to reinvigorate school mottos. Some schools do not even have one. The challenge for education is not simply to prepare young people for the future. It is also to equip them to create the kind of future they want. Without a context of meaning rooted in values, education serves only a utilitarian purpose. It must also be the basis of our faith in the next generation to build a better future. The school should be in a position to develop self-management qualities such as personal responsibility and self-discipline; connection to the school and the community; a sense of school, community and civic engagement, participation and service; and overall confidence and self-esteem. The school should be the Safe and Supportive Learning Environment which protects the emotional, psychological and physical well-being of students. The School Community is generally considered to include

students, families, school staff, other professionals, other support staff and volunteers.

Article

ROLE OF TEACHERS

Some teachers mistakenly believe their role is to be neutral. Our children should know right from wrong. "If their leaders have faith in them, they have faith in themselves." Ralph Waldo Emerson asserted 150 years ago that "character is higher than intellect". Aristotle saw character as the amalgamation of virtues, described by Benjamin Franklin as the prerequisite for the enjoyment of freedom. That is, each of us needs to know right from wrong and act accordingly if we are to enjoy freedom. When we do not, the price we pay is legislated loss of freedom. The teacher should have the following nine values in him/her to develop the younger generation keeping in mind :

1. *Care and Compassion* - Care for self and others.
2. *Doing Your Best* - Seek to accomplish something worthy and admirable, try hard, pursue excellence.
3. *Fair Go* - Pursue and protect the common good where all people are treated fairly for a just society.
4. *Freedom* - Enjoy all the rights and privileges of citizenship free from unnecessary interference or control, and stand up for the rights of others.
5. *Honesty and Trustworthiness* - Be honest, sincere and seek the truth.
6. *Integrity* - Act in accordance with the principles of moral and ethical conduct, ensure consistency between words and deeds.
7. *Respect* - Treat others with consideration and regard, respect another person's point of view.
8. *Responsibility* - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.
9. *Understanding, Tolerance and Inclusion* - Be patient to accept the individual differences of the students and make them the better pillar

of the future generation with tolerance.

IMPLEMENTATION

Every curriculum can be improved, and this one can use some fine tuning. One thing that should be done with it is to assess how better and more systematically the wide variety of ways and means can link up with the development of universal and near-universal peaceful human values such as justice and fairness, truthfulness, trustworthiness, honesty, and equity. In this connection, we need to put the Golden Rule, bringing ourselves to account each day, meditation and reflective thinking, concentrating on the problems, and so forth into practice in ever more complex situations. All such developments require collaboration and effort. In India the National Council for Educational Research and Training of the Government of India calls it education for peace and aims at having it replaced by value education in Indian schools and colleges.

CONCLUSION

Finally, we can inculcate values among the students in our country by doing the following measures :

- o Right education should cater to an individual's intellectual, physical, emotional, social and spiritual development.
- o Education should help him/her evolve into a person with holistic vision and growth, culminating in preparing a happy future for an integrated mankind.
- o The means to achieve these objectives are presented in this paper, the most effective being the subtle approach.
- o Some of the challenges in the implementation of Value Based Education are presented.
- o Most of these problems can be overcome, once we educate the student community on the need for spirituality in their life and for that, the educators themselves must be role models.
- o It is earnestly hoped that academic institutions interested in imparting value based spiritual education work in

collaboration with a non-profit purely spiritual organisation for training their teachers who in turn will train their students.

With these humble beginnings, we help in the fulfilment of the aim of regenerating, revitalised, spiritualised youth which alone can lead India in the consortium of nations in the world. To talk of material leadership is a travesty of the truth. India can lead the world only in spiritual matters and this is possible only through Value Based Education.

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