

VALUE EDUCATION FOR PERSONALITY AND CAREER DEVELOPMENT

Kalpana Kumari Nallamothe

Junior Research Fellow (ICPR), Department of Education, Andhra University,
Visakhapatnam, India
Email: kalpanakumari8276@gmail.com

Education is the medium through which a civilization renews itself and passes down to generations. The *vedic - upanishadic* system was in India is the first documented educational system anywhere in the world. It confined to a small section of the population, it was an extremely powerful and luminous system revolving around the method of passing on wisdom from *Ṛishi Guru* to the *Śiṣya*. It was one of the high watermarks of human intellectual endeavour. In the whole system of education that we have inherited, there was an emphasis on the integral and the holistic. The meaning of an integral education is that it must be able to cover the entire human condition and the totality of the human personality. The modern education has failed to help a man in becoming a man. Education must make man able to face any kind of danger, difficulty, uncertainty that the one may meet in the journey of life.

Today's majority of youth with so called degrees, diplomas or short course certificates are devoid of this quality. AIDS, stress and strain, addiction to liquor or drugs are not good signs of an educated people. Education must help to inculcate national spirit in the student. Today's national spirit is restricted to singing national song or national anthem. If you ask a senior student to sing them singularly it will be difficult task for him. Education at all levels should be imparted through socially useful and productive activities linked with growth and development, in both rural and urban areas. Our educational institutions must be effectively linked with developmental programmes in the neighborhood so that the students get the opportunity to actively participating in these productive schemes and imbibing the basic qualities of self-help, dignity of labour and community service.

In the contemporary period, the Crisis of moral values are still more baffling the minds of educators and the students. The effects have undoubtedly felt on all walks of life, economic, social and Political. The democrat values, bestowed by the constitution, are at unfulfilled stage and not realized due to value crisis existing in our society. The individuals in the society becoming prey to the contradictory values like extremists, revolutionists, and anti - nationalist etc. It has long been felt that our education system rolling under the borrowed ideological philosophy instead of our own, hence the depletion of national values.

Proper inculcation of national values and ideals are lacking in the teacher and taught, now-a-days. Therefore the role in the society is earmarked at the last position. Since our curriculum no more reflecting the human values, the schools and colleges are running after quantity instead of quality, more result oriented than value oriented. In any educational system, the integrated perspective value education plays a pivotal role providing the organic unity among the various activities of a school or college curriculum and program can show

us solutions for these problems. Hence integrated education can fetch us integrated personality and education and therefore integration of values.

Rabindranath Tagore attached for more significance to moral values in education than for mere results of science which produced a system and physical power. He aptly observes:

“That we borrow science from the West is right, we have a great thing to accept from the people of the West, their treasure of the intellect which is immense and whose superiority we must acknowledge. But it would be a great degradation on our part if we forget our own moral wealth of wisdom, which is of far greater value than a system that produces endless materials and a physical power that is always on the war-path.”¹

The Measures Taken To Strengthen Value Education

The main aim of education is to produce citizens with sound character, a health personality and to help individuals make necessary adjustments towards a constant changing environment. Education can be viewed in one sense as the transmission of values and accumulated knowledge of a society. Values are principles which direct our actions and activities. They are in-built in our society common to not only all the communities but also to all religions at all times. There are many definitions of values given by many philosophers and educationists.

There are personal values, community or social values, cultural values and institutional values. We need a value imparting education which not only given a shape to one's own personality or character but also imparts a certain amount of real joy to life and work. Schools, colleges and universities are vital instruments for the preservation of spiritual and moral culture. Especially a university stands for reasons, for progress, for experimentation of ideas and for search of truth i.e. centre for cultural and academic excellence it is true that we must redesign our education all levels to stress the importance of human values in human relations as well as in social development. Parents, teachers, students and administrators are the four pillars for strengthening the above value in education. The child's character is developed only on these four pillars.

Jawaharlal Nehru can be considered primarily a social and political thinker who had his own values of life. The values of his educational thought can be characterized as naturalistic humanism which assumes Nature to be everything in place of God, and even Nature gives to man the central place. He aimed at the human welfare as the supreme end. Nehru was not a religious man in the sectarian sense but he had the deepest faith in spiritual values. His attitude towards education was scientific. Nehru pointed out: “Only through right education can a better order of society be built up.”²

Humanist trend is that of democratic. One must know how to live democratically in order to be a humanist. Unless right from the childhood the child is given a democratic environment, the development of humanist activity is not possible. Only on democratic pattern the educational institutions should be maintained. The teachers and the students will participate in all the aspects of school management, formulation of curriculum, teaching methods, extra-curricular activities, etc. The educational institution should be based on democratic ideology as a community to develop, keep and safeguard democratic values. Emphasizing the moral

aim of education Gandhi said: “The end of all knowledge must be the building up of character”³

Role of Parents

The role of parents is very important in character building of a child. Character is not ready made but it is created bit by bit and day by day. The character building first starts from home itself i.e. from parents. Hence parents follow moral and ethical values and stands as an example for their children. Inculcate among children values, ideas, proper moral conduct, life based upon good principles. Gandhi says: “A teacher, who establishes rapport with the taught, becomes one with them, learns more from them than he teaches them. He who learns nothing from his disciples is, in my opinion, worthless.”⁴

The role of teachers in education is very important for preparing the students as good citizens who will shoulder tomorrows responsibilities. Therefore Guru (teacher) is considered “Gurubrahma Guruvishṇu Gurudevo Maheśwara Guru Sakṣāt Parabrahmaha Tatmaīśri Gurvenamah.” Whatever may be the religion, region and race, the essence is that Guru is everything and supreme. It shows the respect and status given to the real guru in the society, because he alone can take an active part in strengthening value education in students.

The success of any education system depends on the quality of the teacher which, in turn depends on the effective reaching learning process in a classroom. Teacher’s performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis, these to have to be interpreted and implemented by teachers as much through their personal example as through teaching learning process. Teachers must “Glow in” their profession they should never “glow out” and become “burn outs” Teachers are to awaken the lives of others and work as supermen for the creation of a sense of human values. Teachers should be committed to their job and perform the same with integrity and devotion. Teachers should inject curiosity and initiation among their students and become model teacher and think education as a challenge. Hence he expects the teachers to set an ideal example before their students by living a simple and austere life themselves. Gandhi asserted:

“It is possible for a teacher situated miles away to affect the spirit of the pupils by his way of living. It would be idle for me, if I were a liar, to teach boys to tell the truth. A cowardly teacher would never succeed in making his boys valiant, and a stranger to self-restraint could never teach his pupils the value of self-restraint.”⁵

Dr. A.P.J. Abdul Kalam, former President of India believes that good teachers radiate knowledge everywhere. They are unique, divine looking personalities. They inspire the young students and prepare them to face any challenges in life. They instill in them courage, hope, confidence and a sense of victory, values, so that they march on the path of brilliance to achieve their rightful destiny.

Role of Students

The role of students is also very important in strengthening value education. They should maintain strict discipline, peace happiness and success. The conditions to become great are self- control and moral behaviour. Even if you have failed for a thousands of times, make

efforts again, you will definitely become successful, do not loss heart, keep adopting as small routine, keep taking a small pledge towards self-control every day and move on towards becoming great. Students to work religiously towards the accomplishment of their determined objectives through a chain of it's survival, success, stability and significance.

The Role of Administrators

The role of administrators is also having an important role in promoting value education. They have to arrange special lectures by persons actively involved in social work, encourage extra – curricular activities, organize, symposia and seminars by the students on moral values, include a few value oriented items in the admission tests.

The Significance of the Values in Education

The ultimate object of the education is to impart good to a child. Therefore truth is good, and the good is truth. If we go back to the lore – old mystic experiences of the saints, both east and west, say that God is good / love.

Some Philosopher rightly said that “Good” is the abbreviation of “God”. Gandhi amalgamates Truth and Righteousness as the combined mouthpiece of religion par excellence. As he remarks: “There is no religion higher than Truth and Righteousness.”⁶

Mahatma Gandhiji also quoted in his words, “Truth is god and God is Truth”. He had unquestionable faith in God. Almost in every art and literature we come across the deep touch of spiritual values. Truth is the vehicle of love for God, Love links the men and cultivates brethren relationship—a binding force between humans. This love gathers the multitude to one – in times of crisis – through the simple emotions!

Value satisfies, put by Taneja (1990-92), the urges and helps man in realizing his aspirations. In other words, value of a thing depends on how they satisfy our desires, needs and urges. This implicitly holds that an act or a thing is more worthy than the other because it satiates the wants.

In relation to determination of a thing, the educationalists had put forward the following ideas:

- When anything has the quality of satisfying our needs it is regarded a valuable one.
- If anything has a perfecting value, which could perfect life by applying to life.
- The Utility value to the life.
- Any of use in organizing society / running society at large
- Values are determined by the national ideas of an individual in the society, particularly based on the situations, where they live.

In spite of educational interpretation of value does not signify a thing, but a thought (Taneja 1990) for example anything which is useful to an individual, becomes valuable to him and the same thing may be quite useless to another individual why because of his different view point or it is of no value to the individual. Hence, things, conditions and acts can be devised into good, bad, beneficiary and harmful satisfying or annoying when they are seen from a particular point of view. Educational values are, therefore related to those activities which are

thought good or useful and valuable from the view point of education. These values at any point of our lives play significant role in enabling to lead one's personal life and social life successfully. They occupy an important place in education. They lead to motivation which in turn results in desirable behavior.

The Link between Values and Education

Education has become the inseparable part of our modern life; while values are inherent part of education. That means values are nicely carved in education a spectrum. Thus the education develops a desecration power between good and bad. The discrimination is based on values taught and tested at school.

In other words the educational values contribute the following:

- Helps to keep balanced and healthy personality.
- Helps an individual to learn the ways in seeking lively hood or material prosperity.
- Makes an individual vocationally efficient
- Teaches him and develops him into a true and good citizen
- One learns to adjust with the environment and its modified need of the man.
- Induce an individual with a perfect and well developed character.
- Helps an individual to develop national integration and oneness among the nation.
- Promoter's nationality and sociability.

If we see from the value perspective, values influence all aspects of education. In education of any society, the selection of curriculum the type of discipline, administration and supervision the question of teaching methods themselves are the questions of values.

Therefore, the task of educator is not so simple like declaring some values as educational values. Every teacher, school and system create value situation from which students attitudes are shaped. Teaching should aim continually on keeping the minimum of values be kept alive and keep on growing where students can learn lessons for life, So as to become materially rich and fine to the possible extent.

The Need for a Value Oriented Education

We are living in the world of globalization liberalization and the zig-zag world of science and technology where the life is speeding at breath taking fast. The computer education, which has now become inevitable part of our lives has sent its tentacles to all corners of our nation playing a crucial role in our education. At present making a provision of a variety of knowledge and skills by creating a good living conditions for those well versed in it.

It is quite regrettable to witness in the recent years, there has been an increased incidence of failure in our educational system. The glare gap between the behavior of educated individuals in their everyday activities and what they have learnt at school is becoming increasingly choking. Especially some of the very serious problems are coming up evident of everyday phenomena. The following are the few:

- Personally motivated interests are more evident in the present generation instead of universal good.
- Lacking respect for the elders and teachers.
- Gradually losing foot in religious practices among the commoners.
- The good human angles of love, kindness charity, Compassion, sympathy, Hospitality, love towards animals, kind treatment towards environment etc are depleting from the individuals as well as from the society.
- Deceit, cheat and treachery have become a dime – a – dozen in the business world today.
- Violence, criminal activities destroying peaceful living in the society.

If is therefore we are in non- pulsed situation whether to find out where lies the problem? Is it with the teacher or with the curriculum, or with the other components of school activities? What should be the nature of education? How and why it is needed? Which method is followed to adopt the value oriented education? The basic solution lies in the two possible points. Firstly any good education imparts two kinds of values – basic values and life values – they are spiritual and social values respectively. The basic values are foundations on which life values are evolved. However, our education system, fails to give priority to basic values like truth, beauty, love righteousness and courage. Instead, in reality, the social values are given much priority over basic ones (Chandra 2002)

The second reason, in the schools the teaching value education adopted by our schools, is to teach moral education for one or two hours in a week. This practice cannot help the development of appropriate value. This should be discourage because spiritual and moral education cannot be taught with text books, black boards and calks alone. This cannot be amenable to teach in small doses like history or Geography. This should take place as an integral part of general instruction without making it bring to the taught. In other words there is no prescribed syllabus and curriculum and examinations for evaluation for evaluating the students.

Hence, it is the responsibility of the teacher to use every small occasion available during the instructional hours in inculcating values and drawing the attention of the students to the values hidden in each topic they are exposed to. This is more possible in the language subjects.

- Highlighting the involved moral value.
- Relating these values to the more social situations by suggesting suitable examples
- Relate these values to student's cognitive emotional and intellectual developments etc.,

By teaching of science can be used to involve students to

- The commitment of scientists to the truth, perseverance and sacrifices
- Presenting their invention in irrational essential social practices.

- We can also sort out the insignificance ego by giving place for the humanity.

The social science subjects could also oriented towards highlighting the following aspects:

- The basic values of life could be inculcated only through these social services by taking incidents movements and innovative ideas in the history of other subjects.
- We could also relate these values to our culture and traditions.
- Pointing out the social disharmony caused by controversies

It is not that we should have a totally separate set of value oriented text books, but we should have a different kind of interpretation of the contents in the already existing text books.

The other serious problem our education has been facing is with the teachers themselves. The value instruction becomes meaningful only if the teacher himself assimilates and practices the values he teaches. The negligible few, if not all, teachers who by their living example confuse and distorting the value information among the students has been haunting the education system today. The ideal teacher guides his student to the source of knowledge and learning. So the task of teacher is to providing value clarification and by exercising their life style to the ideals he preaches. They can play a crucial role, at any moment of the students' lives, in shaping or molding their habits and manners.

Parents too have a crucial role in preserving and enhancing values while they assimilate in the schools. The value taught in class rooms must found their reflection to attitudes and life style of parents. Unless the parents play the complementary role, whatever the values used at schools would go to gutter and efforts made by the teachers in imparting values will definitely be wasted away.

As we are living in the techno savvy world, the harms that cause our generations is possibly protected by the value oriented education. In this process, our schools are expected to lead the way to the achievement of goals of value oriented educations. It provides suitable opportunity for individuals to develop ethical social, personal, spiritual and aesthetic values. They should inspire the students to develop the inherent capacities and mould those to worthy citizens having honesty, truthfulness respect for society, our law, duty mindedness and respect for the right and privileges of others. In the school system a lot more is expected from the teachers. There would not be any contradiction between what he teaches and what he follows. If the teacher and set – up do not be coincided the values taught to the students go waste.

REFERENCES

1. Rabindranath Tagore., *Talks in China*, p. 67
2. Nehru, J.L., *Soviet Russia*, p.85
3. Gandhi, M. K., *To the Students*, p. 107
4. Gandhi, M.K., *Harijan Sewak*, 15 February 1942.
5. Gandhi, M.K., *Complete Works of Mahatma Gandhi*, Vol. 39, p. 271.
6. Gandhi, M.K., *Ethical Religion*, p.49.