

## ‘Value Education’ or ‘Values Education’ in the Present Context - A Discussion

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**Article History**

Received: 08.05.2019

Accepted: 10.05.2019

Published: 11.06.2019



**Abstract:** Generally, ‘values’ refers to standards of behaviour which may be different concerning community, culture and region etc. For instance, offering a particular food item such as wine to a guest may be against the set standards of behaviour for a person belonging to a particular community which is not so for others. Yet there are uniformity in respect of certain standards of behavior irrespective of people and places. Hence, ‘values’ should be included in the curriculum of ‘value education’ since it should inculcate the best qualities in pupils that they deserve. Plainly speaking, ‘value education’ meets the needs of students to the optimum level so that they can face various problems in different stages of their lives after completing formal education and succeed in resolving them. If

education is to get ‘information about or training in a particular subject’ then an educated person should have earned value in the subject he had been trained. For example, if a person is trained in English language, he should be able to communicate in English which is the first objective of English language teaching or learning. Then only one can be said to have got the value in exchange of his time and effort used in study. The status of ‘value education’ concerning academic sphere in the present day cannot be claimed to be a satisfactory one. In this paper, an effort is being done to discuss the meaning and significance of the terms ‘value education’, ‘values education’ in the present context.

**Key Words:** *Value education; Values education; Present day context in academic field.*

## **Introduction:**

As per Concise Oxford English Dictionary, 'values' means 'principles or standards of behaviour' is different from 'value' which means 'the regard that something is held to deserve; importance or worth' and 'education' means 'the process of educating or being educated; information about or training in a particular subject'. Generally, 'values' refers to standards of behaviour which may be different concerning community, culture and region etc. For instance, offering a particular food item such as wine to a guest may be against the set standards of behaviour for a person belonging to a particular community which is not so for others. Yet there are uniformity in respect of certain standards of behavior irrespective of people and places. Hence, 'values' should be included in the curriculum of 'value education' since it should inculcate the best qualities in pupils that they deserve. Plainly speaking, 'value education' meets the needs of students to the optimum level so that they can face various problems in different stages of their lives after completing formal education and succeed in resolving them.

## **Why 'Value Education'?**

Anything people want to get in exchange of time, money and effort should have a value. Otherwise it is nothing but the loss of the above mentioned elements which are undoubtedly precious. The idea is also applicable in case of education. If education is to get 'information about or training in a particular subject' then an educated person should have earned value in the subject he had been trained. For example, if a person is trained in English language, he should be able to communicate in English which is the first objective of English language teaching or learning. Then only one can be said to have got the value in exchange of his time and effort used in study.

The same is applicable in case of teachers because if a student does not get proper value out of learning, how can teachers be said to have got value out of his teaching? A mathematics teacher gets value out of his work only when his student can at least do the basic arithmetic required in his everyday life.

## **'Value Education' and Life management:**

'Value Education' concerns the preparation for life management. We face problems in various stages of our life - as student, employee, businessman, wife or husband, parent and as citizen etc. As

student, some lag behind in studies, fall in to bad company and go astray. Those who pass with good result also struggle to get employment and remain unemployed for long. As employee, some struggle to shine in career; carries stress home and affects family living. Regarding married life, it is seen that many marriages celebrated with excitement and beauty at huge expense turn sour and end in separation. People in families suffer from varied illnesses and remain worried – sometimes even gripped with fear. Citizens as a whole suffer a life of pollution, scarcity, unclean environment, corruption, etc. We never want that any of these problems happen either to our children or to ourselves. We all want to succeed in every sphere of life. But that can happen only when we get trained in Life Management skills as under:

### ***Success as Student***

- . Study skills to become good in studies and pass with distinction.
- . Behavioral skills to become a person of good character and innate Goodness.

### ***Success in Employment***

- .Skills for getting sure employment as soon as they leave college.
- . Exposure to Employer Expectations in any office and on any job.
- . Management Principles – What they teach in Management Institutes.
- . Values and Attitudes needed for success in Employment.

### ***Success in Marriage***

- . Marriage skills to have a smart and happy marriage – A Premarital Counseling.
- . Emotional and Interpersonal competence to be a Quality Life Partner.
- . Skills to resolve differences and disputes with Life Partner efficiently and peacefully.

### ***Success as Parent***

- . Skills to make our children intelligent and well behaved.
- . Skills in Health Management in self and in family and prevent illnesses.

### ***Success as Citizen***

- . Skills for Enlightened Citizenship to make this Country a better place to live for all.

It is very necessary every one of us acquires the above Life Saving Skills and develop required competency for handling the challenges and complexities of life and to succeed in a value based manner.

### **‘Value Education’ in the Present Context:**

The status of ‘value education’ concerning academic sphere in the present day cannot be claimed to be a satisfactory one. In other words, it may be considered negligible since academic education could not meet the value demanded in the academic subjects itself. It has been observed that through formal education both students and teachers in average are unable to achieve the ‘value’ in the concerned subjects learned or taught. Most of the students (except a few only) have been unable to attain the ‘objectives’ of learning the subjects taught to them. The same is the case with the teachers in respect of their teaching and the ‘value’ they obtain out of it. Apart from the subject related matters, the importance of value education concerning life management has not been reflected well in the academic field. Again, ‘values education’ which we hold to be included in ‘value education’ has been negligible. This has been proved by the existing unrest, immorality, terrorism and corruption etc. in the society. Although many efforts and initiatives have been taken on the process by various govt. or non-govt. organizations and academic institutions etc. ‘value education’ is awaiting still to reach its goal. In other words, ‘value education’ could have not been imparted at a satisfactory level till date.

### **How ‘Value Education’ to be provided:**

‘Value education’ should start with the teacher’s giving and getting ‘value’ through the teaching of his/her own subject. Along with subject oriented teaching the teacher should supply with knowledge concerning practical life to the students. Co-curricular activities help students acquire many qualities such as leadership, competence, personality development, discipline and sincerity etc. which are very essential in life management in a later stage. Keeping in view of the above the teaching should be provided in academic institutions.

Apart from the academic institutions, other organizations of the society may take step for ‘value education’ to make people cope up with the problems of life. In this regard, many organizations all over the world are working sincerely.

### **Recommendations:**

To impart ‘Value Education’ successfully some recommendations are forwarded:

- .To make people aware about it and its importance through organizing seminar, workshop etc. by all concerned.
- .Teachers should be well known about the importance of ‘value education’ since the great responsibility of building the nation falls on them. Hence, they should be well informed and trained through workshops, training programme, seminar etc. especially organized for them.

- .Intellectuals and scholars should circulate their views on ‘value education’ through writing articles etc.
- .Govt. Department of Education may take initiative by forming committee with expert educationists/academicians who will modify the curriculum keeping in view the importance of ‘value education’.
- .The non-govt. organization should take strong initiative to impart ‘value education’ as their area of work is larger and they are concerned with all sections of society.

**Conclusion:**

‘Value Education’ is a vital need of society in the present context because education is keenly related with life and career nowadays. However ‘values’ should be included in ‘value’ if the society or nation is intended to be built with ‘peace and prosperity’ - the most important ingredients of a stable society or nation.

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