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Dimensions of Values in Education

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Abstract

There is a paradigm shift in the field of education when compared to ancient days. There is degradation of values both at the end of those who impart education and those who receive education. Education is aimed at only receiving a certificate or a degree; there is no stress on imparting values. If we go into depth, we find that it is not due to a simple reason, it is due to change in priorities, materialistic priorities and lack of social values. No single individual is responsible for this erosion of values, but the attitude of one and all to follow shortcuts for materialistic success in today's lifestyle is one of the fundamental reasons for this. This article deals with this aspect in some detail.

Keywords: Values, Education

1. Introduction

Today man has developed practical wisdom but he is lacking in moral values and don't know how to deal with others. In education, members don't recognize each other as human beings and potential members of a society; they fail to recognize each other's personality result in tensions, indiscipline and conflict. Our present education fails half the way as it cannot educate the heart. The appeal is mainly to the 'head' not the 'heart'. Our present education inspired by western ideals of efficiency and intellectual approaches to life. Education has been complained of as a 'crisis' of character and values' and a heartless education. The present day emphasis in India is mainly on scientific and technological education to the complete neglect and impoverishment of the heart and the spirit. We have lost all sense of moral values and religion.

An education that deliberately ignores or inadvertently poisons at the root the flowering of the human spirit in its cosmic and human relationship will never yield satisfactory fruit, for 'we do not live by bread alone'.

1.1. Present Scenario

Today aim of government, management, teachers, students has become maximum production not to develop as a human being. In lack of values, teachers are able to produce educates but not human beings.

1.1.1. Money Making Education

In the present context economic values are given priority in our society. Thus the objective of education has changed to money making and career making in the place of man making and character building.

The students have to pay a great amount of donation and fees for getting admission in institutions and they do not appoint qualified teachers too. There is exploitation of students as well as teachers. Natural policy of education has made education as commercial enterprise.

Presently, the teachers in the primary schools are appointed by the provincial governments. The selection is usually done by use of money and source. The appointments of teachers are made on the basis of caste, religion, political pressure and nepotism.

2. Administration

The construction of school buildings, the supply of teaching-learning material and the provision of mid-day meal, everything is arranged by the administration. Commission is fixed in the building construction and the purchase of materials, as a result sub-standard buildings are constructed and cheap quality materials are purchased. There is lack of honest and dutiful persons. Corruption has become rampant in every field. A clean and better administration cannot be expected from such a corrupt administrative system.

3. Academic

In the academic system, most of the principals, teachers and other members are far from the honesty and integrity in their profession. Most of the teachers of the government schools remain absent from the schools and those who come, do not take any interest in teaching. The teachers possess neither insight nor attitude towards education and teaching, nor the skill of communication, nor knowledge or the skill of training in activities. Lack of honesty and of devotion of duty has become an endemic disease of the country. Also most of the non-government schools are nothing better than education shops and factories.

There is shortage of resources. The education budgets of the Central and of the Provincial Governments are much less than what is required.

3.1. Values on Parts of Students

on part of students, most of them are undisciplined. They do not come to their classes in time, they do not obey their teachers, they make noise in the classes, they go on strike for nothing, they arrange rallies and damage public properties, Smoking, and eating gutkas have become ubiquitous phenomenon. Some students even take drugs and wine. Use of unfair means in examination is also on increase and if teachers try to stop them than they misbehave with them. They even lack social etiquettes and manners.

3.1.1. Loss of Practical Work

In the curriculum of teachers education, even to this day more emphasis is placed on the theoretical aspect and less on the practical aspect. And even the 50% of the theoretical part is outdated and worthless. In the name of practical work only formalities are being observed in most of the teacher education institutions.

4. Summary

In the name of freedom we have become so uncontrolled that all the rules and regulations of our country have become meaningless for us. Though we have become conscious of our rights but not of our duties.

5. Conclusion

If man understand the aim/objective of his life then we can stop the deteriorating values of education. Man has to understand the objective of his birth and what objective would have been of the one who gave him life. Did his parents ever think that man will fall up to any extent for money without worrying about his values? No, never. Therefore we all should understand the objective of our life and change the path we tread on. Spiritual development of entire life is required. When the feeling of self centeredness will be removed then only the thinking process will change by itself and when this type of thinking process will prevail everywhere then corruption will vanish from every sphere of life.

Actually education is preparation for life. The work of education is to confront us with reality, to remove misconceptions, to develop a strong tendency against the unacceptable. To do all this, whatever activities are adopted, come under the objectives of education. We not only have to provide knowledge but also have to develop their behavioral skill. This practice will only help to achieve the values of life.

6. References

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