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PROCEEDINGS

National Conference

(Under IQAC Cell)

*“Reinventing Values in Currently Challenging Scenario:
Developing an Insight into Ethical Intelligence
in the light of NEP 2020”*

(25th April, 2023)



Institute of Vocational Studies

(A Unit of Awadh Public Charitable Trust)

Accredited by NAAC, Recognized by NCTE and

Affiliated to GGS Indraprastha University and SCERT, Delhi



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MESSAGE

Professional skills and education are the hallmarks of professional journey in one's life but it is the virtues and value system that adds strength to one's character to lead one's journey towards self. Thus, it's imperative that we equip them with the required values and life skills to brave the odds of life without compromising on their morals.

With a sanguine hope, I want to express my delight on the organization of one day National Conference on **“Reinventing Values in Currently Challenging Scenario: Developing Ethical Intelligence in the light of NEP 2020”** on 25th April, 2023. The unprecedented circumstances and the subsequent shift to online modes and means of learning for students in the past years not only propelled high exposure to inessential and often inappropriate information but it has also led to some unethical practices during whole teaching- learning process at all levels of education. In wake of such jeopardized academic integrity and moral decadence, strengthening students' moral fiber is the need of the hour. The conference evident to be an effort of revoking the concept of ethics and morals as well as rewinding value education among teachers and upcoming generations.

I expect that as per New Education Policy 2020, the conference must entreat the stakeholders to build up their own ethos and environment that is in alignment with core values, ethics and principles. The papers included in the proceeding were scrupulously reviewed, edited and proof read by editorial board before finalizing for publication.

At the end, I take this opportunity to earnestly thank to all the dignitaries from reputed colleges and universities embraced the conference by presenting their research papers.

Dr. Mandira Gupta
Principal
(Institute of Vocational Studies)

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VALUE BASED EDUCATION IN SCHOOLS: NEED AND WAYS TO DEVELOP VALUES IN PRESENT SCENARIO

Dr. Jyoti Balodi *

ABSTRACT

Education constitutes part and parcel of every individual. The central purpose of education is to expose pupils to a scenario that ensures their holistic development. Holistic development is not only achieved by imparting academic knowledge to students, but also different approach could contribute to the prime cause. Apart from stressing on the intellectual front alone, we could focus on imparting human values and pave the path for the physical and personality development of pupils. This would take a positive turn. Value education is one area of study that emphasizes on the importance of moral values for developing a suitable character and personality. School set up is one profound set up to introduce the subject of value education among the young minds that aids in establishing the foundation of a growth-inducing atmosphere. Moral values are not acquired through academic classes alone. In contrast, a distinct classroom setting that emphasizes moral education through different activities is one helpful approach to establish its influence on students. Such a class could incite conscience in students and mould them to make practical decisions on their own. In this fast world of globalisation, junk food, terrorism and corruption, students are under continuous stress to compete and prove themselves. Education system of any country is expected to prepare the following generation to adapt better in the dynamic society. The process of schooling and higher education should prepare students to differentiate between dos and don'ts at all stages of life. Our country has been adding meaning to education by incorporating 'karma' and 'dharma'. Ancient Indian education has produced citizens with strong moral code and norms of living and conduct. But does our current education system train the students to accept roles expected from them? Values have been felt to be subtracted from the rigid boundaries of what we call education. Teaching-learning continues even today and production of citizens also takes place. But does our current education system prepare students for these challenges? Are we preparing individuals or humans? This paper throws light on the answers of these questions, the position of value education in present scenario.

Keywords: Value based Education, Globalization, Morality and Curriculum

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INTRODUCTION

We educators have to act and accept the challenge of adding values in our education. We have to develop means and ways to produce humans and not just individuals. The current article is an attempt to explore the scope of value education at school level. Students of primary classes are often found cheating and using undesirable words. Disrespecting teachers sometimes starts as soon as they move forward in their school. By the time they enter the middle school, they have developed all the ways and means to display behaviour with no values. It is a pity to see a student of class 10 or 12 bunking classes and sitting with mobiles in the canteen, aimlessly engaged in Facebook when actually this is the time to give finishing to whatever they have learnt. Such a scenario really disheartens the educators who have been trying to create individuals with social and moral responsibilities.

Value education starts from home but it continues throughout life. Value education in schools plays a major part in individual's life. Value based education can shape their future and add purpose to their life. It helps them learn to live the right way of life. School is the place where the child spends most of his or her learning years. Many attributes and behaviour they develop for a life time have their roots in school. Including value education as a textbook, as a graded subject or as a lecture per week is not enough. The school has to give due importance and priority for inculcating these desirable values among children. Special well-planned learning experiences need to be designed so that students understand the importance of value in the real sense rather than just a fact. These learning experiences can be designed at two levels – curricular and co-curricular.

NEED FOR VALUE BASED EDUCATION

Value education is pivotal to a school curriculum for it teaches pupils the underlying principles which they need to become decent citizens and human beings. Value based education should not be seen as a separate discipline but as something that should be inherent in the education system. Merely solving problems must not be the aim, the clear reason and motive behind must also be thought of. There are multiple facets to understanding the importance of value education. Here is why there is an inherent need and importance of value education in the present world:

- It helps in taking the right decisions in difficult situations thus improving decision-making abilities. Students develop refined character and personality traits

- It inculcates students with essential values like kindness, compassion and empathy.
- It awakens curiosity in children developing their values and interests. This further helps in skill development in students.
- It also fosters a sense of brotherhood and patriotism thus helping students become more open-minded and welcoming towards all cultures as well as religions.
- It provides a positive direction to a student's life as they are taught about the right values and ethics.
- It helps students find their true purpose towards serving society and doing their best to become a better version of themselves.
- With age comes a wide range of responsibilities. This can at times develop a sense of meaninglessness and can lead to a rise in mental health disorders, mid-career crisis and growing discontent with one's life. They become responsible for their behavior within a classroom setting
- Moreover, when people study the significance of values in society and their lives, they are more convinced and committed to their goals and passions. This leads to the development of awareness which results in thoughtful and fulfilling decisions.
- The key importance of value education gets highlighted in distinguishing the execution of the act and the significance of its value. It instils a sense of 'meaning' behind what one is supposed to do and thus aids in personality development.

VALUE EDUCATION THROUGH CURRICULUM

We understand that time bound syllabus is very important but it cannot be taught at the cost of values. Our subjects and treatment to each subject should be done consciously.

Need based: Curriculum should be developed after conducting a detailed analysis of the students of a particular class. Values which are most important and urgent should be given priority. A group of values to be achieved in a year's time can be listed.

Flexibility and Innovativeness: The curriculum of other subjects should be flexible enough to incorporate teaching of values. Any theory or illustration explained may be linked with value in life. For example, while explaining gravitation, we say anything that has ego falls down.

Teaching of language: While teaching creative writing and grammar rules, emphasis should be given on values like sacrifice and brotherhood. This will help students explore more about each value.

VALUE EDUCATION THROUGH CO-CURRICULAR ACTIVITIES

Through curriculum a student acquires knowledge but overall development of an individual takes place through co-curricular activities only. These activities help develop confidence and overcome inferiority complex.

Educational Activities: Activities like debate, poem recitation, should be organised on themes like sincerity, honesty and regularity. This will not only strengthen the expression of feelings in words but also emphasize to think and understand the importance of such values.

Cultural Activities: These should not merely focus on display of talent. Through these art forms, socially desirable values can be taught. Attributes like team work, coordination, respecting others' opinion, etc can be cultivated while practicing any art form.

Social Activities: When a school extends beyond classroom walls, a student realises the problems in the outside world. They understand their responsibility to solve this universal problem and start valuing the things they already have.

Sports Activities: Through sports activities, the students can focus on physical health. Team spirit, honesty, determination, etc. can be taught along with any game. Students also learn to respect others' efforts and accept defeat.

A strong moral character is an obligatory part of a teacher. No teacher can discharge his or her duties well if the teacher is morally degraded, dishonest and a participant in the race of collecting unfair money. Value oriented education is most effective when teacher considers it as a life mission and displays all moral and desirable behaviour traits in front of students. The value education teacher is not solely responsible but all teachers together should contribute to this process.

However hard the staff may try, these activities will gain importance only if management has similar emphasis. The authorities should have a clear vision and anyone who deviates from the same should not be entertained. Instructions and guidance can be given to teaching and

non-teaching staff. Regular follow up of given instructions should also be taken. Those who follow the given guidelines should be acknowledged and appreciated.

CONCLUSION

Globalisation and Privatisation of education system has made it mechanical and less valuable. In the competition of getting more students, schools have shifted their focus from student to curriculum. But we as educationists can take charge of the situation, we can add meaning to what is taught in schools. A small change in focus and approach can create wonders. Let's all work towards helping create humans. We, the teachers can bring a great change in present scenario.



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CHALLENGES AND STRATEGIES FOR TEACHING VALUE EDUCATION IN A 21ST CENTURY INCLUSIVE CLASSROOM: A REVIEW OF RECENT RESEARCH

Tanvi Pahwa *

Dr. Mohd Faijullah Khan **

ABSTRACT

Value education is the process of teaching and instilling values in individuals that shape their character and behavior, and help them become responsible and productive members of society. It is essential for individuals to understand the importance of values, such as honesty, respect, empathy, and responsibility, as they shape their attitudes and behaviors towards themselves, others, and the world around them. Teaching value education has become an increasingly important issue in recent years, as societies grapple with challenges such as growing inequality, social polarization, and the erosion of ethical values. However, there are several challenges that educators face in teaching value education, including the lack of a clear and comprehensive framework for teaching values, the resistance of some students and parents to certain values, and the difficulty of measuring the effectiveness of value education programs. To address these challenges, it is important for educators to work together with parents, policymakers, and other stakeholders to develop effective strategies for teaching values that are grounded in research, reflective of diverse cultural perspectives, and responsive to the needs and concerns of students and communities. With concerted effort and collaboration, it is possible to overcome these challenges and create a world where values such as respect, empathy, and responsibility are valued and practiced by all. This research article will use research articles from the theme discussed to address the challenges and issues in teaching value education in the current scenario.

Keywords: Value Education, Framework, Perspectives, Ethical Values.

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INTRODUCTION

Value education refers to the process of teaching and imparting moral and ethical values, principles, and virtues to individuals. It aims to develop the character, personality, and behavior of individuals to enable them to lead a productive and meaningful life. Value education focuses on teaching values such as honesty, integrity, respect, compassion, empathy, responsibility, and citizenship to students. It helps individuals to develop a sense of social responsibility, empathy towards others, and the ability to make ethical decisions. The ultimate goal of value education is to create responsible and productive citizens who can contribute positively to society.

It is an essential aspect of education that aims to develop an individual's character, morality, and sense of responsibility towards society. However, teaching value education can be challenging due to various factors such as the diversity of students, lack of resources, and varying cultural backgrounds. In this research article, we will explore the challenges and strategies for teaching value education and propose some solutions to address them.

Value education typically encompasses a range of components that aim to promote the development of positive values and ethical behavior among students. While different educational systems and cultures may have different approaches to value education, here are some of the most common components:

1. **Character Development:** This component focuses on the development of students' character and personality, including qualities such as honesty, integrity, and responsibility.
2. **Moral Development:** This component emphasizes the development of students' moral reasoning and judgment, including the ability to distinguish right from wrong and make ethical decisions.
3. **Social Development:** This component emphasizes the development of students' social skills, including empathy, respect, and cooperation.
4. **Emotional Development:** This component focuses on the development of students' emotional intelligence and the ability to manage their emotions effectively.

5. **Cultural Development:** This component focuses on the development of students' cultural awareness and sensitivity, including an appreciation of diversity and a respect for different cultures and traditions.
6. **Spiritual Development:** This component emphasizes the development of students' spiritual awareness and values, including a sense of purpose and meaning in life.
7. **Environmental Education:** This component focuses on the development of students' environmental awareness and responsibility, including the importance of sustainability and conservation.
8. **Civic Education:** This component focuses on the development of students' civic awareness and responsibility, including the importance of democracy, citizenship, and human rights.

Overall, value education is a multifaceted and interdisciplinary approach that aims to promote the holistic development of students and prepare them for responsible and ethical behavior in their personal and professional lives.

VALUE EDUCATION IN 21ST CENTURY CLASSROOM

Value education has become an increasingly important aspect of education in the 21st century. With the rise of global challenges such as climate change, social inequality, and political instability, educators recognize the need for students to develop strong values such as empathy, compassion, and critical thinking to navigate these complex issues.

Many educational institutions have incorporated value education into their curriculums, either as a standalone subject or as a part of other subjects such as social studies, language arts, or character education. Additionally, there is a growing emphasis on teaching values through experiential learning and community service projects, which allow students to apply their learning in real-life situations.

However, there are also challenges to teaching value education in the 21st century classroom. The rapid pace of technological advancement, social media, and globalization has created a more diverse and interconnected world, but it has also led to the erosion of traditional values and the rise of conflicting viewpoints. Educators must find ways to navigate these challenges

and provide students with a solid foundation of values that can guide their decision-making and actions in a complex world.

Overall, while there are still challenges to be addressed, the current scenario about value education in the 21st century classroom is one that recognizes the importance of teaching values to prepare students to be responsible, ethical, and engaged citizens of the world.

Importance of Teaching Value Education in an Inclusive Classroom

Teaching value education is crucial in the 21st century classroom, as it helps students develop a strong sense of ethics and responsibility, which are essential for success in today's interconnected and complex world. Here are some reasons why teaching value education is important:

1. Promotes empathy and understanding: Value education teaches students to respect and appreciate the perspectives of others, regardless of their background or beliefs. This helps foster a more inclusive and tolerant classroom environment where diversity is celebrated, and students can learn from one another.
2. Develops critical thinking skills: Value education requires students to think critically about ethical dilemmas and make informed decisions based on their values. This helps students develop their critical thinking skills, which are essential for success in academic and professional settings.
3. Encourages responsible behavior: Value education teaches students to take responsibility for their actions and make choices that reflect their values. This helps prepare students for leadership roles and fosters a sense of personal responsibility, which is essential for success in all aspects of life.
4. Prepares students for global citizenship: In today's interconnected world, it is essential that students develop an understanding of global issues and their responsibilities as global citizens. Value education teaches students about social justice, environmental responsibility, and other issues that are critical for global citizenship.

In addition to these reasons, teaching value education in an inclusive classroom is important because it helps create a safe and supportive environment where all students feel valued and respected. By teaching values that promote inclusivity, educators can help break down barriers and foster a sense of belonging for all students, regardless of their background or

identity. This helps create a more equitable and just society, where everyone has the opportunity to succeed.

Challenges in teaching value education in the 21st century classrooms

1. **Diverse Backgrounds:** Students come from diverse backgrounds and cultures, making it challenging to teach values that are universally accepted and understood. Cultural differences can be a significant challenge in teaching value education. Different cultures have different values, beliefs, and ethical standards, which may conflict with the values being taught in the classroom. It is essential to recognize and respect these cultural differences to create a more inclusive learning environment.
2. **Technological Distractions:** The widespread use of technology in classrooms can distract students and make it challenging to engage them in value-based learning.
3. **Time Constraints:** Teachers often have limited time to teach values alongside other academic subjects, making it difficult to incorporate value-based activities in their lesson plans. The curriculum of schools and colleges is often packed with academic subjects, leaving little time for value education. This constraint can result in teachers giving less priority to value education or skipping it altogether.
4. **Limited Teacher Training:** Many teachers have limited training in teaching values, which can make it challenging to develop effective lesson plans and activities.
5. **Societal Changes:** Societal changes and shifts in cultural norms can make it challenging to identify and teach relevant values that are important for students in the 21st century.
6. **Lack of Parental Support:** Parents play a critical role in reinforcing values taught in the classroom, and the lack of parental support can make it challenging to create a consistent and effective approach to value education.
7. **Value Conflicts:** Conflicts may arise when students' personal values and beliefs conflict with those being taught in the classroom, making it challenging to create a shared understanding and appreciation of values.
8. **Assessment:** It can be challenging to assess the effectiveness of value education programs and activities since values are often difficult to measure.

9. Lack of Resources: The lack of resources such as textbooks, teaching aids, and trained teachers can hinder the effective teaching of value education. Teachers may have limited knowledge of the subject, making it difficult to impart the values effectively.
10. Lack of Interest: Students may lack interest in value education, considering it to be less important than other subjects. They may not be motivated to learn the values and virtues being taught in the classroom.

Strategies for teaching value education in the 21st century classroom:

1. Inclusive Approach: Teachers should adopt an inclusive approach that recognizes and respects the cultural differences of students. They should encourage dialogue and discussion to enable students to understand and appreciate different cultures and values.
2. Integration with Academic Subjects: Value education can be integrated with academic subjects such as language, history, and social studies. This approach can help students to understand the relevance of values in real-life situations.
3. Create a Positive Classroom Environment: A positive classroom environment can help in creating a conducive atmosphere for learning and imparting values. Teachers can create a positive environment by showing respect to students, encouraging open communication, and promoting teamwork and collaboration.
4. Use Real-Life Examples: Teachers can use real-life examples to teach values such as honesty, integrity, and responsibility. This approach can help students to understand the relevance of values in real-life situations and develop critical thinking skills.
5. Encourage Discussion and Dialogue: Teachers can encourage students to discuss and share their views on various values and principles. This approach can help in developing a better understanding of different perspectives and promoting empathy and respect for others.
6. Use Role Models: Teachers can use role models such as historical figures, social activists, and community leaders to inspire students to adopt positive values and virtues.

7. **Integrate with Academic Subjects:** Teachers can integrate value education with academic subjects such as language, history, and social studies. This approach can help students to understand the relevance of values in different contexts and situations.
8. **Use Technology:** Teachers can use technology such as videos, podcasts, and interactive games to make value education more engaging and interesting for students.
9. **Provide Opportunities for Service Learning:** Teachers can provide opportunities for service learning, where students can participate in community service activities that promote values such as citizenship, empathy, and responsibility.
10. **Lead by Example:** Teachers can lead by example and model positive values and virtues in their behavior and interactions with students. This approach can help in reinforcing the importance of values and promoting their adoption among students

CONCLUSION

In conclusion, teaching value education can be challenging due to the complex nature of values and the diversity of students' backgrounds and experiences. However, it is a crucial aspect of education that helps students develop into responsible and compassionate individuals who can contribute positively to society. To overcome these challenges, teachers can employ various strategies such as creating a positive classroom culture, using real-life examples, and promoting self-reflection and critical thinking. Additionally, involving parents and the community in the teaching process can also help reinforce the values being taught. By adopting these strategies, educators can create a learning environment that fosters the development of strong values and prepares students to face the challenges of the world with empathy, respect, and integrity.

Teaching value education is a challenging task that requires careful planning, execution, and evaluation. Cultural differences, lack of resources, limited time, and lack of interest are some of the challenges that need to be addressed to make value education effective. The strategies proposed in this article can help in overcoming these challenges and enable teachers to impart the values and virtues that are essential for creating responsible and productive citizens. It is essential to recognize the importance of value education and prioritize it in the curriculum to create a better society.

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ROLE OF INFORMATION COMMUNICATION TECHNOLOGY IN VALUE BASED EDUCATION

Dr. Zeba Ilyas *

ABSTRACT

The present research paper focusses on the study of the role of Information and Communication Technology (ICT) in Value Based Education System. ICT has brought about many dramatic changes in how teachers teach and how students learn. The main focus of the research is to understand the innovative best practices through ICT in Value Based Education System, analyse the role of ICT in Value Based Education System, and discuss the role of teacher in Value Based Education System. The research also focuses on how ICT can be used in the best possible to bring in a change in our education system.

Keywords: Information Communication Technology, Value Based Education, Explicit and Implicit Values

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INTRODUCTION TO ICT

ICT is defined as a different set of technological tools and coffers used to communicate, produce, circulate, store, and manage information(Ajayi, (2008)),. Also (Voogt & Pelgrum, 2005; Watson, 2006) explained ICT as being divided into two main approaches in education similar as; ICT for education and ICT in education. Role of ICT in education implies the development of information and communication technology for literacy and tutoring purpose and it also involves the relinquishment of general factors of information and communication technology in practical use in tutoring and literacy processes.

MEANING OF VALUE BASED EDUCATION

Value- Based education aims at training the pupil to face the external world with the right station and values. It's a process of overall personality development of a pupil. It includes character development, personality development, citizenship development, and spiritual development. Means all- round development of the Scholars.

Value Education

Values' education is a term used to name several things, Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils. Others see it as an activity that can take place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behavior, to assess the effectiveness of these values and associated behavior for their own and others' long term well-being and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others. This means that values education can take place at home, as well as in schools, colleges, universities, offender institutions and voluntary youth organizations.

Explicit Values - Education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions.

Implicit Values - Education on the other hand covers those aspects of the educational experience resulting in value influence learning, which can be related to the concept of hidden curriculum..

Teaching Values – Education is a process that starts at the next moment of birth of every child. Education did not just mean teaching the students how to read, write and get a job. It also included developing the personality of the student to make him, an ideal citizen. So value education is education in values and education towards the inculcation of values.

Different aims of education can be listed as follows:

- To impart the practical knowledge, necessary to level a useful life.
- To preserve, transmit and enhance the values from one generation to another.
- To create new values.
- To boost self-expression, self-preservation and. selfconfidence.
- To help individual to adjust physically and mentally.
- To enable individuals to control environment and fulfil responsibilities.

- To eradicate communal and social disharmony
- To develop problem solving abilities and positive approaches to life
- To utilize limited resource effectively for better achievements.

Education should train the student to recognize moral values. Teachers, leaders and the society should be examples before students and should join their hands in creating a suitable atmosphere for practicing moral qualities. Teacher should protect the students from the evil influence of the society. It is easy to talk about value, a beautiful article may also be written on how values should be developed, how an individual should live etc. The crux of the problem is how to practice rather than preaching values. Evaluation of the value attainment is a more complex phenomenon than it appears.

ICT in Value Education:

- Their interest in learning grows the use of devices as varied as videos, websites, games, and apps make traditional subjects more intriguing. Multimedia content is a veritably useful tool to bring different values closer to scholars in a complete and amusing way.
- Interactivity the use of ICT in the value education promotes the pupil's active and participatory status, which is involved in literacy and is depicted as the promoter.
- Collaboration between scholars Collaboration between scholars is easily enhanced thanks to colorful digital tools. It's much easier for them to produce platform systems, cooperate and learn from each other.
- They enhance creativity ICT tools stimulate the development of the imagination, as well as the action of all class members. (Neeti. (2012).
- Increased communication close communication between scholars and preceptors is encouraged through colorful channels, in a more robotic and less formal way.
- Personalization and content up-to- date digital surroundings allow real- time updating of all information and devices. In addition, it's possible to acclimate the tools and content to original and near realities.

Information and Communication Technology (ICT) and Value Based Education:

Globalization and technological changes have created a new global economy powered by technology, fueled by information and driven by knowledge. The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As the access to information continues to grow rapidly, schools cannot be contented with the limited knowledge to be transmitted in a fixed period of time. Education is critical in the life of a person. This will give you success and a better future. The people who are educated can survive in the competitive world more precisely as compared to uneducated. Through ICT Value Education gives you better living opportunities and good work.(Husain, Noushad. (2012). Various Purpose of Value Education through ICT: To develop the child's personality in all possible aspects through ICT. To develop good moral values in the children through online Mode. To develop thinking in a better aspect and a democratic way of living. To develop good citizenship and standard of living and behavior of children. To develop tolerance and make a kind person to the children through ICT.

ICT for Value Based Education: Value education completes this pledge veritably fluently with an impact on the youthful minds making the world a better place to live in. Value education indubitably helps in upholding our concinnity in diversity; inculcating and nurturing the spirit of public and societal development; cleaning, guarding and greening of the academy and its neighborhood; and development of scientific spirit; in substance, integrative development of scholars during academy education. And with the use of Information Technology burgeoning swift, nothing other than Information & Communication Technology (ICT) can prove to be a better tool for literacy and tutoring core mortal values.

1. E-learning for Value Education: This is a state of epidemic that we first understood the importance of online learning. The presence of ICT in education allows for new ways of learning for scientists and teachers. E-learning or online learning is becoming increasingly popular and with colorful unknown events in our lives, and has opened new gates for students. (Jovkovska, A. & Barakoska, A. (2014).
2. ICT brings the addition to value-based education: For personal development, the benefits of ICT in education are the same that scholars in the classroom can learn from all classroom materials. Scientists with special needs are no longer harmed because the necessary materials and specialized ICT tools they have can be used by scholars to use the ICT for their own educational needs.

3. ICT promotes advanced minds: one of the key pieces for the 21st century that includes assessment, planning, coverage and ideas. The effective use of ICT in education requires the same piece of explanation and justification of the use of ICT to produce the outcomes of problems.(Schwartz, S.H. (1994).
4. ICT boosts subject writing for personal development: It is well known these days that the use of ICT in education adds a lot of value to critical writing areas such as knowledge and numericity.
5. The use of ICT develops ICT knowledge and ICT capabilities: both are 21st century pieces that have been stylistically developed while ICT remains transparent in the background of subject study. The stylish way to develop ICT capabilities is to provide them with meaningful definition, with purposeful subject-related environment.
6. The use of ICT encourages collaboration for value education: you need to have a laptop, iPad or computer in the classroom to understand how it works. ICT naturally brings together children where they can talk and what they are doing for their work and this in turn opens the way for communication leading to language development.
7. The use of ICT motivates learning to value education: society's demand for new technologies for children and their needs. Children are attracted to technology and it encourages and motivates them to learn in the classroom. (Voogt, J. and Pelgrum, H. (2005)
8. Improves participation and knowledge storage for ICT value in education

The Education: When ICT is integrated into tasks, scholars are more committed to their work. This is because technology offers different opens to make it more fun and enjoyable. Rules of doing the same effect in different ways. The result has increased. It is said that they will be suitable to keep knowledge more effectively .(Delors, J. 1996)

TEACHERS' ROLE IN ENHANCING VALUE EDUCATION THROUGH ICT.

Teachers are a role-model for the students, and their actions convey more than their words. They play a vital role in the success of any program at the school. Teachers must be comfortable and confident with the new approach to teaching, and possess the right attitude and values. They must also create a warm environment in the class, have a healthy attitude,

possess rich values, respect the teaching profession, love their subjects and students, and maintain a case-study register. They should also tell the students to maintain a spiritual diary and organize cultural and sports events to impart values like team spirit, sharing, spirit of cooperation, patience, and courtesy. Teachers play an important role in the nation building by character building of the students, and the future of a nation depends on the type of teachers who shape the future generations. (Watson, G. (2006)

CONCLUSION

1. The use of ICT in Value Based Education aids in the development of critical and scientific thinking in both students and teachers. It encourages learners to participate in learning activities at any time and from any location.
2. ICT in Value Based Education facilitates the communication and sharing of ideas among teachers for professional development.
3. ICT has also been used to increase the accessibility and quality of Value Based Education. utilising multimodal courseware, ICT tools enhance teaching and facilitate learning. Integrate ICT utilising pedagogical innovations to develop higher-order thinking skills in learners.
4. ICT tools such as radio, television, the Internet, computers, laptop computers, tablets, and a variety of other hardware and software applications can be used in the teaching-learning process for Value Based Education. These tools can be beneficial.

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ROLE OF TEACHERS TOWARDS VALUE-BASED EDUCATION

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ABSTRACT

Value education has become an issue of enduring importance in the context of achieving the goals of education in the 21st century. The crisis of values is widespread as a result of adverse developments in all walks of life. Values crisis is not only a problem at the national level but it is also felt globally. Values are closely related to the goals of education. Values are part of philosophy. Therefore, the aims of education are naturally related to values. In other words, value-oriented education is very necessary to live in a responsible society. Since, the teacher is the most important and appropriate person in the entire formal educational setting to inculcate values in young learners and hence, from this point of view, it is of utmost importance to ensure that he fulfils his role as a model of character and good behaviour. Play it and as a symbol of the values that the society wants to inculcate in the learners. It needs to be kept in mind that a teacher holds a position of authority in the eyes of his students and they always follow him. A teacher earns this position not only through his ability to meet the learning needs of his students, but also because of his other personal characteristics. We know that a teacher's entire behaviour, both inside and outside the classroom and even outside the school, is constantly monitored and closely scrutinized not only by his/her students but also by their parents and they all judge his/her moral standards. Have high expectations of behaviour. In formal as well as informal settings. The present paper is an attempt to explain the role of teachers in value-based education in the current education system so that the coming generations nurture high ideals and values to contribute to the development of the society and the role of the teacher in imparting value. For this paper secondary data were used from various articles, books and web resources.

Keywords: Value, Value-Based Education, Role of Teachers

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INTRODUCTION

Indian culture has the highest place in the entire universe, because Indian culture is the only culture which keeps life values parallel to education, so that every person can become a righteous person. To become a successful person, only higher education is not enough, but such education is essential which is value based. For any civilized society, education is the "life" and life values are its 'soul', values are related to the outlook of life. The initial school of life is a person's 'family', family culture and family values leave a deep impression in a person's life. And values are helpful in building its future. In the future, these people decide the condition and direction of the country by occupying a high position, but in the present context, due to the lack of values, a situation of very serious crisis is being reflected.

It has become an issue of enduring importance in the context of achieving the goals of education in the 21st century. The crisis of values is widespread as a result of adverse developments in all walks of life. Values crisis is not only a problem at the national level but it is also felt globally. Values are closely related to the goals of education. In this situation, it has become necessary that value education should be promoted in the current education so that the educational objectives can be accomplished in a quality manner, for which the students need proper guidance.

We all know that the teacher is the only key who can guide the children properly and the most important role of every teacher is how to inculcate values in children. Since, the teacher is the most important and appropriate person in the entire formal educational setting to inculcate values in young learners and hence, from this point of view, it is of utmost importance to ensure that he fulfils his role as a model of character and good behaviour. Play it and as a symbol of the values that the society wants to inculcate in the learners. It needs to be kept in mind that a teacher holds a position of authority in the eyes of his students and they always follow him. A teacher earns this position not only through his ability to meet the learning needs of his students, but also because of his other personal characteristics.

We know that a teacher's entire behaviour, both inside and outside the classroom and even outside the school, is constantly monitored and closely scrutinized not only by his/her students but also by their parents and they all judge his/her moral standards with high expectations of behaviour in formal as well as informal settings. Therefore, it is necessary that the teacher as a parent develops those values in the students which orient the students

towards their cultural, social and political goals and at the same time their educational development can be strengthened.

CONCEPT OF VALUES

Values have many meanings which can be interpreted differently from different points of view. 'The term value was first coined by Friedrich Nietzsche in 1880'. Etymologically, the word 'value' derived from the Latin word 'valere' refers to something precious and worthwhile. But now the word value is being changed to other meanings related to the standard of living (Behera, 2020). It is now considered as a bundle of good qualities that a human being imbibes in his life as a civilized being. It is quite popular among human beings in fact today value has become integral part of our life which motivates a person to differentiate between wrong and right, good and bad karma. That's why it is considered as the guiding principle of life. Therefore, we cannot dream of a polite society without values. Values those which help in building a healthy society and work for social benefit by acquiring training, life are skills, attitude etc. More broadly it is something that is socially preferred. Even so, social development is entirely attributed to values. Simply, it is a set of guiding principles that influence our character, conduct and attitude.

What is Value-Based Education?

'Value education is education to "be". It is come across with the holistic personality of the individual taking into account all aspects of personality development - intellectual, social and emotional, will and character. It involves developing sensitivity and awareness of what is right, what is good, what is beautiful, the ability to choose the right values according to one's conception of the highest ideals of life, and to imbibe and realize them in thought and action' (Raju & Drisila, 2022). The process of value education plays out in three domains—knowing, feeling and doing. The learner must be able not only to know what is right and good, but also to feel the appropriate emotions, concern and commitment, and to exercise the will to do the right thing. It is the process of interacting with the whole human being with a view to developing the capacity for reflective thinking and independent decision-making on issues that are of vital concern to the self and humanity. It is a process of helping individuals to think independently and critically, act responsibly and with courage and conviction. Ultimately, it should give room for an independent assessment of the situation after reasoned deliberation and principled judgement.

Importance of Value Based Education

In today's multi-cultural and multi-racial society, with its ever-changing social norms and expectations, it can be difficult for a young person to know what is right. Therefore, it is necessary to give importance to human values in the present era of globalization. Value based education is the subject of much debate and discussion in the circles of education in India. Of course, it is true that the main objective of any education will be value orientation. Values present the right perspective of development of any society or nation. They tell us to what extent a society or a nation has developed itself. Values are the values, ideals and virtues on which actions and beliefs are based. Values are the guiding principles that shape our world view, attitudes and conduct. However, values are either innate or acquired. Value based education is important to help everyone improve the value system that he/she holds and uses. It is our duty to maintain various types of ethics in life such as cultural, universal, personal and social values. Values build the personality of an individual and decide the development of individual, family, society, nation and humanity.

Relationship Between Values & Education

Education and values are two sides of the same coin. They are interconnected. Education is the key that opens the doors of life. Education is widely accepted as an essential tool for achieving the desired goal. It is the main means of awakening the child towards cultural heritage. The National Policy on Education (NPE-1986) rightly states that, "Education is a unique investment for the present and the future". Education has an acculturating role. It refines sensibilities and perceptions that contribute to national integration, scientific temper and freedom of individual spirit – thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution.

“Yojanapatil”, defines relationship between education and value-based education in our paper on the basis of Dr. C. M. Yogi, Founder - Society for Value Education (SVE), paper presented in a Workshop organized by Save The Children and Curriculum Development Centre on 29th December, 2009. It as following:

Education	Value-Based Education
Opens up our mind	Gives us purity of our heart
Provides us with skills	Provides us sincerity
Extends our relationship with the world	Links us with our own family & culture too

Makes our living better	Makes our life better
Makes us a good professional	Makes us a whole human
Takes us to the top	Takes the whole society to the top
Gives us capacity of better learning	Gives us the tool for a deeper understanding
May bring limitations	It is for liberation

Role of Teachers for Inculcate Value-Based Education

Teachers are very important in the overall development of any nation by their impact on the education system. The education that we all have experienced is not suitable to prepare today's learner for the global market. India has a very young population and it is growing at a very fast pace. Today, educational institutions fail to maintain the teaching-learning environment. Today the role of a teacher is that of a friend, philosopher and guide, while his prime responsibility is to re-establish the high values of life among the present generation. Teacher education institutions are expected to produce committed and dedicated teachers, teacher educators in the real sense.

- A teacher, once accepting teaching as a profession cannot compromise with life as he has to realize that he is playing with the future of the country. Its primary role is to build character through mastery in its subjects. The products of the institutions will be the decision makers of the future and they can hardly forget the source that which has made them who they are.
- Teachers themselves should not be ignorant of basic human values. In fact, he should be the living embodiment of all human values, both in preaching and practice. It is the teacher who can lead us from darkness to light, from untruth to truth and finally from the steps of death to immortality. For the students, the Guru is the incarnation of God in human form. While God is omnipresent, the Guru is said to be personal in relation.
- Gandhiji also highlighted the important role of teachers by saying that he always felt that the true textbooks for the students were their teachers. The teachers in the colleges themselves should be examples of what they expect from the students. Men in authority who exhort others to follow the path of love and co-operation should themselves practice those virtues. Teachers should put into practice what they preach to the students. They should guide the students properly, as they are the most important asset of an educational institution. The ultimate factor in education at all times and in all places is the teacher.

- The teacher is trusted by the students, parents and the society as a guru with all the sacred connotations of that word and this trust must be repaid by sincere service. They must discharge their duty of instructing and motivating the students so that they develop their talents and grow to the perfection of their skills.
- We want our teachers to be value-oriented because we want them to be equipped as vehicles of values for the benefit of our children and youth. By this nature, the teacher is a transmitter, a messenger, a carrier. Our determination of what to convey to him will depend on what we consider valuable for our children and young people.
- Dr. Radhakrishnan and Rabindranath Tagore are examples of great teachers who influenced this country with their philosophy of value oriented education. Radhakrishnan (1965) says, "What teachers do, students follow, so they set examples. Teachers should be an example to students by their conduct." (Raju & Drisila, 2022)

All the knowledge that we get from the teacher is the belief of the students in the class. Since our children are not oriented towards independent learning since childhood, they take whatever the teachers say as the absolute truth and nothing less than the truth. They do not question the authority of the teacher. Therefore, if good thoughts and values are to be retained and inculcated in the young generation, they must come from the mouths of teachers at all levels of education. Whenever the teacher comes to know that these values are being violated, he should tell the students about the same and guide them in changing their behaviour. He should also evaluate the behaviour of the students with respect to the values from time to time, but he should use this evaluation not for grading the students but for guiding them for better inculcation of values. The practice of values by the teacher is more important than the inclusion in the curriculum.

CONCLUSION AND SUGGESTIONS

Teacher plays an important role in inculcating moral values in the students. Education for values needs to be pursued with will, commitment and hope for change and transformation. According to our Indian tradition and culture, teacher plays an important role in the teaching and learning process. Without human values we cannot live peacefully in the world and we cannot enjoy life. In the global scenario of erosion of values, it would be difficult to have individuals in the society who would try to arrest the process of erosion of values. It appears that there is a great need for moral and ethical issues including character education to be a part of education programmes. Professional ethics for teachers is in itself a complete program of value-based education for teachers. Therefore, there is a need for value-based education

for sustainable human development as well as social development. Therefore, teachers and educational institutions may consider the 'erosion of moral values' among students and their 'genuine restoration', which seems difficult but not impossible.

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VALUE EDUCATION IN CHANGING SCENARIO – ISSUES AND CHALLENGES

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Shweta **

ABSTRACT

India is popular for its rich cultural and civilizational values. In the field of teacher education, the process of teaching-learning has experienced many changes from traditional classroom teaching-learning to modern classroom teaching-learning process. It has transformed the complete structure of education. Value education is the prime objective of the teaching-learning process in the direction of achieving formal and informal education. From ancient times to modern times, the practices of teaching-learning practices have changed and it teaches an individual about what is right, what is wrong, and how to overcome existing issues and challenges. In this regard, National Education Policy 2020 also has talked about integrating value-based education and following a multidisciplinary approach for better results. The present scenario demands creative, effective, and innovative ideas to take out a positive attitudinal change or build a progressive societal thought process among learners from lower to higher grades for higher growth and development. The paper provides a rationale for teaching ways to overcome existing issues and challenges in a value-based education system.

Keywords: Teacher Education, Value-based Education, Multidisciplinary Approach, Progressive Society

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INTRODUCTION

“Always aim at complete harmony of thought, word, and deed. Always aim at purifying your thoughts and everything will be well.”

By Mahatma Gandhi

India is famous for its old culture and tradition that has sent a message of peace, non-violence, human brotherhood, and other admirable ideals to the rest of the globe. Value education has a long history that dates to the Vedic era. Residential schools, also known as

Hermits, Gurukuls, Charans, and Vedic schools, were used to teach students during that period. Priests, sages, seers, and religious teachers taught in those educational institutions. In India during the Vedic Age, a teacher's primary responsibility was to raise the students' moral consciousness. Additionally, students were taught how to live a disciplined and spiritual life (Kaur, S. 2015). In addition to teaching the pupils compassion and religion, emphasis was placed on developing their character. In order to gain valuable things like reputation, popularity, and fortune, students were instructed to live virtuous lifestyles. Good character formation was taught to the students. They lived their lives with high standards. They interacted politely and appropriately with their superiors, peers, seniors, instructors, parents, and other adults. In those days, students learned to follow rules and show due respect by extolling national heroes.

People are no longer surprised by the widespread worry about the moral decline and rising scepticism of modern life. The transfer of knowledge is what the current educational system prioritises. Good value systems should be developed through education. a framework that upholds the intrinsic individuality of men, values diverse opinions, upholds human rights, and helps people lead fulfilling lives. A person who has received a true education should be able to use the physical, biological, social, and cultural environments wisely in order to maintain a healthy interaction between man and nature. For humanity to live in happiness, prosperity, and peace, this is crucial.

Today, not just in India but in all other nations, the educational system has gone in the wrong direction. This problem is not the fault of one individual. Children have been improperly reared by their parents. They are not given a positive example by the nation's leaders. Even professors have fallen short of their obligations. Today's student is more interested in gaining power, fortune, and position than in developing excellent character. Education is designed to help people develop positive traits. The goal of education is more than just to cram facts into the brain. The heart must be changed and become pure. This precious knowledge has been lost to time.

IMPORTANCE OF VALUE EDUCATION

Value education provides the ability and skill to overcome challenges in all aspects of life, be it cultural conflict, environmental deterioration, religious fundamentalism, misuse of resources, or any other issue of the contemporary social world. Education raises awareness, grants the ability to think rationally, and provides the confidence to make balanced decisions

in life. The lack of stress of values and the nurture of the streak of competitiveness are limiting the scope of education to being a means of achieving materialistic success only.

Values including collaboration, respect for human rights, tolerance, justice, responsible citizenship, diversity, reverence for democracy, and peaceful dispute resolution are highly supported by the National Curriculum Framework (NCF) published in 2005. It also highlights peace education as a crucial domestic and international concern. The topic of providing pupils with the ideals, attitudes, and abilities necessary to live in harmony as responsible citizens are also covered in the position paper on education for peace. Students will be better prepared to make wise decisions in circumstances based on the values of equality, integrity, democracy, freedom, and human rights with the help of education for values.

In the current times, Teachers concentrate on imparting technical education to their students so that the increasing needs of the information technology (IT) industry are met with the students. Success is perceived in terms of equipping students with scientific and technical knowledge rather than in developing human beings who possess a sound understanding of good human values. Education is not just about learning skills (how to) but also about the ability to decide on what (what to do?) and why (why to do?). It should lead to the development of critical ability in students towards distinguishing between essence and form, or between what is of value and what is superficial in life. It should develop their understanding which is a pre-requisite for a movement from a rule-based society to a relationship-based society. Developing the right understanding of oneself and the rest of reality through self-exploration and realization of the inherent co-existence, harmony and self-regulation at various levels of existence is seen to be the real basis of imbibing universal human values and ethical human conduct. This is what will affect the transformation towards a holistic worldview (human consciousness) which happens to be the prime purpose of value education.

Values are a set of desirable behaviour which is good for the individual and also the society. Values are not taught, lectured about, or professed; they are only demonstrated. The parents and teachers make the maximum impact on the personality of an individual in the formative years of life which remains all through life.

In order to train students on the importance of good human values, educational institutions such as schools, colleges, and universities need good teachers and mentors who can serve as role models. Training of teachers is an extremely important pre-requisite for the

implementation of any value education program in any institution. Just as for a course on engineering design, it is important that the teacher himself should be a good designer, it is even more important that a teacher involved in value education is himself a value-driven person. Teachers of value education have necessarily to be role models for their students.

Stage	Type	Descriptive Features
Stage – I	Value Collection	These are acquired from the community members.
Stage - II	Value Assessment	Helps the individual to learn to choose and imbibe the values one cherishes.
Stage - III	Value Clarification	When there are gaps between practice and preached values.
Stage - IV	Value Consolidation	Provides predictability of human behaviour.

Table 1: Stages of Value Education

ISSUES AND CHALLENGES IN THE WAY OF PROGRESSIVE SOCIETY

Teacher plays a vital role to develop the values among children to be good human beings. The rise of science and technology has not only wasted the spiritual side of our life but also snatched away the finer sensibilities holding considerable thoughts in our hearts. A value-based approach must form the backbone of the educational system and the teacher education system. Today we are facing so many problems like- terrorism, poverty, and population problems. It is necessary to inculcate moral values in the curriculum. Therefore, the following are the proposed ways by which values can be imbibed among prospective teachers during classroom teaching and learning process:

- Teacher educators should inculcate in the minds of pupil-teachers that a child is born with values, a teacher needs to uncover them.
- Education should inform the students about the ideals of life and the country's social ethos to influence them.
- Value education cannot be circumscribed by textbook material but should be left to the initiative and inspiration of the teachers in finding the learning resources.
- Teachers should develop knowledge and ethical values among students and create an educative environment that could generate fraternity among fellow teachers and teacher educators.

- Values cannot be taught in isolation but the teacher can provide experiences and situations in which students can consider and reflect on values and translate this reflection into action.
- Teachers must consider the values that undergird scientific endeavors and attempt to prepare curricula and methods that reflect these values.
- At present, the edifice of faith, trust, fellow feeling, loyalty, mutual help, fair play sacrifice, and obedience to the law, are crumbling rapidly under the weight of materialism.
- The practice of the values by the teacher is more important than mere inclusion in the syllabus. Teacher educators must develop competencies in teacher trainees to teach based on the accepted principles of teaching and learning.
- Teacher is considered as a fountain of all knowledge and a source of great ideals. He is the torch-bearer to society. Hence if the teacher has a keen sense of values and has faith in the higher purpose of life, he can guide the whole generation through his versatile personality.
- Moral values can be explained through stories and illustrations. Role-play of a good story in the lesson. Through poetry, novel, and stories we can inculcate moral values in the students.
- Human values need to be cultured for the sake of the mind and the body in the students. Therefore, value education should be a process of developing the spirit of rational inquiry and self-discovery.
- Value education is most effective when the teacher acts as a role model and ensures that it is at the heart of the school's philosophy.
- Teachers should conduct fairly and without bias regarding ethnicity, gender, marital status, political or religious beliefs, family, social, or cultural background, sexual orientation, or social economic status of everyone.
- The content of the lesson should be value oriented. All the values can be imbibed and inculcated through suitably prepared language text and supplementary readers.
- After the lesson stimulus, the whole class discussion allows the value to be explored more deeply. So, teacher educators must encourage healthy discussions and also motivate teacher trainees to participate and explore themselves.
- A teacher is a teacher everywhere in the school and, outside of the school. Basically, this should be reflected in his behaviour.

- Emphasis should be laid on respecting pupils and ensuring that they are not criticized frequently. Introspection is central to the establishment of a school that embodies values.
- Teacher educators should make teacher trainees need to know human nature. With loving attention and care one can bring out the positive human values in a child.
- Teachers' training should enable teachers to broaden their understanding of school subjects and look at them in a holistic manner and not just as a body of cold facts.
- Values should be the top priority in a child's education. Recognizing that values are key to character building. Strong values and socio-emotional competencies will help a child succeed in any field.

Educational institutions can also inculcate value education through the following ways:

- Cleanliness Programme in the institution
- Community service programmes
- Social service programmes
- First-aid programmes
- Celebration of national days and festivals, dramas depicting values
- Student participation or self-government in institutions
- Silent meditation
- Observation of punctuality by all
- Equal treatment to all in the institutions
- Lecture or talks emphasizing on the unity of all religions, harmony, and national integration.

The most important agent for building the character of the student is a teacher. Swami Vivekananda says that “character is nothing but a bundle of habits formed through repeated acts. It comes through “**Samskaras**” or past impressions. Character building can change the nation. As a strong foundation is required for a strong building, strong character is required for nation-building, which is based on the principles of National Education Policy 2020.

CONCLUSION

Teacher has an important role in inculcating moral values in students. Education for values needs to be pursued with will, commitment and the hope for transformation and change. According to our Indian tradition and culture teacher has a pivotal role in the process of

teaching and learning. Without human values we can't survive in the world in the peaceful manner and we can't enjoy life. In a global scenario of erosion of values, it would be difficult to have individuals in society who would strive to halt the process of value deterioration. It appears that moral and ethical issues, including character education, are a great need to become part of the teacher education programs. Professional ethics for teachers is in itself a complete program of value education for teachers. In a nutshell, it can be concluded that a teacher educator is the teacher of future teachers which means a lot of responsibility. Therefore, for sustainable human development as well as for social growth, there is a need for value-based education. So, the teachers and teacher education institutions may ponder over the 'erosion of moral values among pupils and their 'actual restoration' which seems difficult but is in no way impossible.

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IMPACT OF VALUE EDUCATION IN THE TIMES OF CONSTANT CHANGE

Dr. Farzana Munawwar *

ABSTRACT

Indian education is and was value-based. It is acknowledged that teachers' tasks include dealing with moral and ethical issues. Today, education is incredibly important to the social, intellectual, and political evolution of the world. Schools have always been expected by parents, communities, and the government to produce students who would contribute to the society in which they live. Storytelling, exhibits, skits, one-act plays, group debates, and other formats are all effective teaching methods for delivering value-based education. It can be challenging to understand how teachers' roles are changing in the internet age. It may seem as though teachers' roles have greatly expanded because students now anticipate them to be technologically smart, computer proficient, and educated to the highest standards. When it comes to instilling values in students, educators' roles become both more demanding and rewarding. A teacher educator can effectively assimilate these principles through their defined means and constructive role. The teachers can be the key role players to still keep the impact of value education intact and making sure that students open the right doors and help in the development of their personality which plays a crucial role in any field they may choose to go in, the subject knowledge is one skill but having morals and values makes everything better, the person, the profession and so is the society.

Keywords: Value Education, Perspective, Evolution, Roles

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INTRODUCTION

The social institution of education is beneficial to humankind's progress, wealth, and peace. The primary goal of the ancient Indian educational system was to guide people from falsehood to truth, from darkness to light, and from mortal life to eternity. Every person is born without bias, with a blank slate and no preconceived notions. A system of education founded on moral principles is essential to the intellectual growth of people. Values improve the quality of life. Human ideals and human life are strongly related. They are entangled with the tasks we perform every day. The first location where children learn and are instilled with

morals is at home. The second environment in which you can foster and celebrate values is the classroom. Teacher education is closely linked to society because it is an essential component of the educational system. Pre-service teacher education programmes seek to equip graduates with the pedagogical practises they will need to become effective educators. The cognitive and emotive domains of Bloom's well-known taxonomy of educational objectives serve as the foundation for the inculcation of values in teaching and learning. The National Policy of Education (NPE), established in 1986, foresees the necessity of making education the primary means of fostering moral and social values in society. Ten fundamental principles were made a part of the school curriculum by the Programme of Action which also placed a strong emphasis on value-based education. Values are typically long-term criteria or principles that are applied when determining the merit of a position or course of action. Value is defined as "to prize, to esteem, to appraise, or to estimate." It refers to the act of cherishing something, holding it dear, as well as the act of making judgements about the kinds and quantities of values in comparison to something else. The National Curriculum Framework reflects the idea that "Education for peace attempts to encourage ethical development, inculcating the values, attitudes, and skills necessary for living in harmony with oneself, others, and nature. 'Man Making' and 'Character Building' are the main goals of value-based education. It is the method by which individuals pass on their ideals to others. A value-laden activity focused on the whole development of the teacher; teacher education is fundamentally. The term "education" underlines a fundamental shift in emphasis from the development of a crafty teacher to that of a compassionate educator.

NEED OF THE STUDY

It might be challenging for a young kid to determine what is morally correct in today's multiracial, multicultural culture with its shifting social standards and expectations. So, in the current era of globalisation, it is important to prioritise human values. In India's diverse educational system, value-based education is a hotly argued and discussed topic. It goes without saying that value orientation will be the primary goal of any education. The ideals give a true view on how any community or country will evolve. Education should promote timeless, universal ideals that are geared towards unification and integration in our culturally diverse community. In the Indian society, moral and ethical standards have been rapidly corroding. Teachers that are capable, dedicated, and professionally qualified are urgently needed in order to meet societal demands. The development of science and technology over the past century, as well as the logical inquiry that underpinned them, has sped up the

processes of social change, turning the world into a small, interconnected village. Violence, greed, looting, extortion, hatred, and jealousy are tearing apart the world today. They reveal how far a society or a country has come in its own development. Values are the virtues, ideals, and characteristics that serve as the foundation for behaviours and beliefs. Values are guiding concepts that mould our perspective on the world, attitudes, and behaviour. However, values can be inherited or learned. Value-based education is crucial to assisting everyone in enhancing their personal value system and applying it. It is our responsibility to uphold different sorts of ethics in life, including cultural, universal, individual, and social principles. The values a person holds determine their personality as well as how their family, society, country, and mankind as a whole will develop. Through the influence of teachers rather educators on the educational system, individuals play a significant role in the overall development of any country. Our previous educational experiences are no longer sufficient to prepare today's learners for a global marketplace. India's population is quite young and expanding quickly. Educational institutions today struggle to preserve a conducive environment for teaching and learning. Today's teacher serves as a friend, philosopher, and mentor, and his main duty is to uphold the higher ideals of life in the hearts and minds of the younger generation. Institutions that provide teacher education are expected to produce devoted and committed teachers—true teacher educators. If we want to prevent value degradation in our current and future generations, we must inculcate the ideal of "simple living and high thinking," which is unfortunately lacking from our lives today. At this crucial time, a teacher's position assumes important importance because it is the instructor who can provide his students with moral education. Each individual is crucial in helping youngsters learn the principles necessary to become decent people. The advancement of science and technology has not only wasted our spiritual side but has also stolen our finer sensibilities that held significant concepts in our souls. Both the educational system and the teacher preparation system must be built on a value-based approach. There are many issues we are dealing with today, including terrorism, poverty, and population issues. Moral principles must be ingrained in the curriculum. Through a variety of activities like education, relationships between students, co-curricular activities, etc., value acquisition occurs continuously in the classroom. Therefore, education plays a crucial role in fostering the fundamental ideals of humanism, socialism, and national integration among youngsters and offers a tough task for both the teacher and the students. The process of educating teachers involves developing aspiring educators as well as keeping qualified teachers' knowledge and abilities current through ongoing professional development.

OBJECTIVES

1. To create a person with a solid foundation in both humanistic and scientific knowledge.

2. To pinpoint values that are pertinent to the actions or processes included in the subject's content.

3. To cultivate one's unique abilities and talents in order to provide exceptional services for one's own self-actualization and the welfare of others.

4. To instil in the students moral, spiritual, psychological, and cultural values.

5. To give students the chance to reflect on, articulate, and compare their own values with those of others.

6. To create lesson plans and instructional resources that successfully convey values to students.

7. To be aware of the ways in which education tends to promote the acceptance of particular societal ideals like tolerance, a cooperative attitude, and teamwork.

REVIEW OF RELATED LITERATURE

1. **Trina Banerjee, K. Jayasankara Reddy**, the idea that India's higher education system is deteriorating has been around for a while. The goal of the study was to evaluate the causes of the drop. The purpose of this study^[1] was to alter how Indians perceive engagement in higher education. The study's topics are important and demand attention. The future of a nation is determined by its higher education, and academics are those who shape that future. The study aims to clarify these problems and bring about a comprehensive transformation of the nation's academic system.
2. **Falguni Suthar**, A country's success in all areas is directly impacted by its level of education, which also helps the nation rank highly internationally. India has seen significant growth in the^[2] quantity of higher education during the past 70 years. But as expected, we still lack access to high-quality education. The concerned professionals must consider the criteria for excellent education (such as adequate infrastructure, up-to-date curricula, qualified faculty, learning materials, financial support, and well-planned guidelines) in order to improve it.
3. **Palash Majumder, Gourish Chandra Mondal**, In the 21st century, quality education is crucial for the development of the economy, society, and human psychology. This can only be accomplished by implementing novel strategies and creating innovative systems that are flexible, accountable, quick to adapt to change, and capable of self-learning for proper adaptation to new challenges^[3] while delivering quality education. The system must be user- or beneficiary-centric while also being capable of ongoing improvement through the adoption of cutting-edge solutions.
4. **Anubhav Singh**, Quality and relevance are the main concerns that each educational echelon in India must address. India faces significant difficulties in addressing the expectations of a young and expanding labour force. The Indian education^[4] industry needs to address a number of demands, including those for qualified teachers, relevant curricula, student financial help, and adequate infrastructure. The inability to address the many linguistic, cultural, regional, and local educational needs of such a huge country presents additional difficulties. When choosing where to invest their charitable funds, donors should take into account the local circumstances, social returns, and expanding prospects. This is a particularly good time for corporations to support the growth of India's educational system because of recent changes in Indian regulations.

5. **Pushpanathan Thiruvengadam**, Value education makes an effort to modify students' attitudes and approaches in a positive way so that they can more successfully respond to some of the fundamental issues they ask themselves. They will be able to live by conviction rather than convenience thanks to the values-clarification process. Knowing their own values, attitudes, wants, and true selves ^[5] can help them become more aware of themselves and others, which will improve their relationships and responses. According to research, when one student develops a sense of direction and purpose, it serves as the foundation for both individual and coordinated group action. They will be able to make decisions that will advance both their own personal development and the welfare of society.

HOW TO BRING THE IMPACT

The idea that a child is born with values and that teachers must discover them should be instilled in the minds of student-teachers by teacher educators. In order to impact pupils, education should enlighten them about the national social ethos and the principles of life. The search for educational resources should be left to the initiative and inspiration of the teachers rather than being constrained by textbook content. Teachers should instil knowledge and moral principles in their students and foster an environment conducive to friendship among teachers and teacher educators. While it is impossible to teach values in isolation, teachers can give students opportunities to think about and reflect on values while also putting their contemplation into practise. Teachers must consider the values that undergird the scientific endeavours and attempt to prepare curricula and methods that reflect these values. At present, the edifice of faith, trust, fellow-feeling, loyalty, mutual help, fair play, sacrifice, obedience to law, are crumbling rapidly under the weight of materialism. The practice of the values by the teacher is more important than mere inclusion in the syllabus. Teacher educators must develop competencies in teacher trainees to teach on the basis of the accepted principles of teaching and learning. Teacher is considered as a fountain of all knowledge and a source of great ideals. He is the torch-bearer to society. Hence if the teacher has a keen sense of values and has faith in the higher purpose of life, he can guide the whole generation through his versatile personality. Stories and examples can be used to explain moral principles. Playing out a good narrative in class. Poems, novels, and stories can help us teach students moral principles. It is important to cultivate human values in kids for the benefit of their bodies and minds.

Therefore, a process of cultivating the spirit of logical inquiry and self-discovery should be a part of value-based education. When the teacher serves as an example and makes sure that value-based education is at the core of the school's ideology, value-based education is most effective. Regarding everyone's race, gender, marital status, political or religious beliefs, family, social, or cultural background, sexual orientation, or socioeconomic status, teachers shall act impartially and without prejudice. Value-oriented learning objectives should guide the lesson's content. Through the use of supplemental readers and a language book that has been carefully produced, all the principles can be ingrained and instilled. Following the lesson's stimulus, a class wide conversation enables a deeper examination of the value. Therefore, teacher educators must promote constructive debate and inspire teacher candidates to participate and discover themselves. Everywhere in the classroom and outside the school, a teacher is a teacher. Basically, his behaviour needs to reflect this. The need of respecting students and avoiding harsh criticism of them should be emphasised. The foundation of a school that upholds ideals rests on introspection. The requirement for teacher candidates to understand human nature should be emphasised by teacher educators. A child's positive human values can be brought forth with tender care and loving attention. Teachers should be able to look at school subjects holistically and with a broader perspective thanks to their training, rather than just as a collection of uninteresting information. In a child's education, values ought to come first. Realising the importance of values in character development. Children that have strong morals and socioemotional skills will excel in any career.

CONCLUSION

The teacher plays a crucial part in instilling moral principles in the children. Values education must be approached with determination, dedication, and the expectation of change. The teacher, in Indian tradition and culture, plays a crucial part in the teaching and learning process. Without human values, it would be impossible for us to live in harmony and to enjoy life. It would be challenging to find people in society who would make an effort to stop the process of values deterioration in a scenario where values are being lost on a global scale. It would seem that moral and ethical concerns, particularly character education, have a significant need to be included in teacher education programmes. A thorough plan of value-based education for teachers can be found in the professional ethics for teachers. To conclude it further teachers can be the key role players to still keep the impact of value education intact and making sure that students open the right doors and help in the development of their personality which plays a crucial role in any field they may choose to go in, the subject

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VALUE EDUCATION IN CHANGING SCENARIO – ISSUES AND CHALLENGES

Dr. Shazia Zamir *

ABSTRACT

Values are the opinions of what is significant in life, what is right, and what is bad. These values come from many sources. Giving valued education to anyone is crucial. Good ideals must be ingrained in a person's head from an early age. In this perspective, educational institutions are crucial in providing students with a valuable education beginning when they are in school. The social, intellectual, and political change of the globe now heavily depends on education. Parents, communities, and the government have traditionally looked to schools to help children become valuable members of their communities. Storytelling, exhibitions, skits, one-act plays, group debates, and a variety of other formats have all been proven to be effective teaching methods when it comes to delivering value education. For curriculum designers to properly integrate what is taught in schools with how it is applied in the real world, values and attitudes education needs to represent the different cultural and social situations in which schools are located.

Keywords: Value, Education, Scenario, Issues, Challenges, Beliefs, Inculcate.

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INTRODUCTION

Value-education is an endeavor and a movement in which youngsters are helped by grown-ups or more established individuals in schools, family homes, clubs, and different associations, to make express those fundamental to their own perspectives, to assess the adequacy of these values for their own and others' long haul prosperity, and to consider and acquire different values which are more viable for long-term prosperity. Consequently, value-education is necessary in order to instill in students a concern for moral excellence.

WHAT IS VALUE EDUCATION?

Value Education is a stimulated process through which we impart value-based education. The idea is about the educational procedure that ingrains moral guidelines to make progressively polite and majority rule social orders.

Values education along these lines' advances resilience and comprehension well beyond our political, social, and strict contrasts, putting extraordinary accentuation on the barrier of human rights, the insurance of ethnic minorities and the most helpless gatherings, and the preservation of nature.

The objective is that kids in the future add to society through great citizenship and morals. Moral education and character education, morals, and theory-based training have endeavored to do comparable things. Such education should assume a significant job in making an understudy socially capable, socially rich, just and firm.

IMPORTANCE OF VALUE EDUCATION

Value education shall always play a very crucial role in the development of the child and our society as our values are moral guides. There shall always be more emphasis on the value of knowledge as it helps in molding and developing in the personality of an individual and has below-mentioned importance:

- Assimilating this value through education will invigorate an individual's physical, mental, enthusiastic prosperity.
- Value education helps in the most extreme advancement of a youngster's character, perspectives, propensity, development, and so forth.

NEED FOR VALUE EDUCATION

Value-based education is fundamental to build up an individual and help him/her deep-rooted from multiple points of view:

- It provides positive guidance to the understudies to shape their future and even causes them to know the motivation behind their life.
- It shows them the most ideal approach to life that can be helpful to people just like the individuals around them.
- Value education additionally encourages the understudies to turn out to be increasingly mindful and reasonable.
- It encourages them to comprehend the viewpoint of life in a superior manner and have an effective existence as a capable resident.
- It likewise encourages understudies to build up a solid relationship with loved ones.
- It builds up the character and character of the understudies.

- Value education builds up a positive perspective on life in the understudy's brain.

VALUE EDUCATION IN SCHOOL

Value education in another word can be portrayed as character education or good education. It is an education where students take in value from teachers and execute them in the future to have a superior existence, the life of mankind where religion has no significance, what value most is your character.

Value education begins from home and it proceeds for the duration of life, however, value education in schools has a significant impact on a man's life so it ought to be instructed in every single school to add values to the kids for their better tomorrow.

- Collaboration in posing inquiries to educators.
- Shows obligation in doing schoolwork.
- Increment ability to work autonomously.
- Actualize their learning in their commonsense life.
- Mindful in class.
- Causes understudies to settle on their own choices.
- Creates a sound brain in them.

COMPONENTS OF VALUE EDUCATION

Value education in another word can be portrayed as character education or good education. Following are some of the important components of value education:

1. Character Education:

Character or moral education is a very important component of value education. It helps an individual to become well mannered, well-behaved, and socially acceptable well-being.

2. Health Education:

This type of education is designed for individuals to gain knowledge and skills to maintain one's or another person's health.

3. Environmental Education:

This education enables individuals to explore environmental issues and take essential measures to solve them. It helps them to take responsible decisions to maintain environmental quality.

HOW VALUE-BASED EDUCATION SHAPED THE LIFE

Value-based education is essential to develop an individual and help him/her lifelong in many ways:

- It gives a positive direction to the students to shape their future and even helps them to know the purpose of their life.
- It teaches them the best way to live that can be beneficial to individuals as the people around them.
- Value education also helps the students to become more and more responsible and sensible.
- It helps them to understand the perspective of life in a better way and lead a successful life as a responsible citizen.
- It also helps students to develop a strong relationship with family and friends.
- It develops the character and personality of the students.

REASONS BEHIND DETERIORATION OF HUMAN LIFE

Let us have brief discussion on probable causes or reasons in behind of deterioration of human values:

- Lack of morality Lack of morality among might be a reason of values degrading people are less concern about morality, and even they cannot judge what is right and wrong for them. So, there should be specific moral vision for human being.
- Lack of leadership quality The inadequate leadership quality among the teacher is another reason of value deterioration. There should be proper place to impart the required leadership styles so that they can lead upcoming youths of nations.
- Lack of honesty People are not honest more they are using religion as their own property, there is no place of ideals and truth. Highest priority is given to wealth and power, no respect of human relations.
- Inadequate inclusion of ethics in syllabus the matter of ethics is not given priority in academic syllabi. People learn a matter or topic over the academic session but do not know the practical application or utilization. As a result, educated youths become unemployed and seek jobs.
- Lack of co-scholastic activities in schools There should be arrangement of co-scholastic activities in schools, such activities can enhance student's life. Schools

should organize debate, games and sports, literary activities so that social problems can be discussed.

GUIDELINES FOR PROPER VALUE ORIENTATION

- Develop Gandhian values among the students.
- Perceive his role as an agent of change in the community.
- Perceive his role not only as a leader of children but also that of a guide to the community.
- Act as a link between the school and the community.
- Possess a warm and positive attitude towards growing children and their academic, social emotional and personal problems.
- The preservation of environmental resources and preservation of historical monuments and other cultural heritage.
- Develop understanding of the objective school education in the Indian context and awareness of the role of school in achieving the goals of building up a democratic secular and socialist society.

ISSUES AND CHALLENGES

India is a country with more than one billion people, and just one-third of them can read. The rapidly growing size of population, shortages of teachers, books, and basic facilities, and insufficient public funds to cover education costs are some of the nation's toughest challenges.

- There are religious values which are very much essential for everyone and must be included in the curriculum.
- Religious values should not find place in the educational system. They may operate at the private sphere.
- There are non-religious secular values, and they must find space in the education.
- There is no need for teaching value education in the academics because they cannot be cultivated through formal learning and such value cultivation will make the individual biased.
- Understanding the different learning challenges amongst students.
- Student family problems & bullying.
- Lack of funding.

- Lack of effective communication.
- Being encouraging and motivating in challenging times.
- Disciplining students.
- Endless paperwork & extended working hours.

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CONCEPTUALIZING VALUE EDUCATION IN EDUCATION

Aradhana Jha *

Christy Mathew **

ABSTRACT

Philosophy and its basis are the true core of human race origination as an intellectual entity on this Earth. Indian philosophy, Artha (economic values), dharma (moral values), moksha (liberation) and kama (psychological values of pleasure) these are the four pillars of value system for better life.

Value education is the only vehicle which can take human towards right living against all odds of life. Moreover it works as guiding principles that shapes our world outlooks, attitude and conduct. The moral values present a true perspective of the development of any society or nation. They inform us up to what extent the particular society is developed. If knowledge is segregated with values the result would be disastrous and catastrophic.

Due to liberalisation, privatization and globalization there is a cut throat competition in market has spoiled the philosophical foundation of values. Values and virtues need to be strengthened. Hence the goals and functions of formal education need to be revised. NEP 2020 has well conceptualized value education in education and has called it integral part of education system.

Keywords: Vamua Education, Conceptualization, Vedic Knowledge

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INTRODUCTION

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." - Malcolm X

The above quote by Malcolm X emphasizes the importance of education in shaping the future of individuals and society. Education is not just about imparting knowledge but also about instilling moral and ethical valuespriya in learners. The concept of value education is gaining

prominence in the field of education, as it is believed to play a critical role in shaping the character and personality of learners.

Value education is an approach to education that emphasizes the development of values and virtues in learners. It is a process that helps learners develop a sense of responsibility, respect, empathy, and compassion towards themselves and others. Value education is not just about teaching values, but it also involves creating an environment that fosters the development of values in learners.

In today's fast-paced and rapidly changing world, the need for value education has become more critical than ever. The advancements in technology and the materialistic culture have led to a decline in moral values and ethics. The lack of values and ethics has resulted in several problems such as violence, discrimination, and intolerance in society. Value education is believed to be the solution to these problems as it helps learners understand the importance of leading a purposeful and meaningful life.

According to UNESCO, value education is essential in promoting social cohesion and peaceful coexistence in societies. It helps learners develop a sense of belongingness and respect for cultural diversity. It also enables learners to become responsible and active citizens who can contribute positively to society (UNESCO, 2015).

In India, the concept of value education has been incorporated into the curriculum of primary and secondary education. The National Curriculum Framework (NCF) 2005 emphasizes the need for value education in schools. The NCF states that "value education is an integral part of the school curriculum, which aims at the development of the whole child" (NCERT, 2005). The NCF also emphasizes the need for creating a positive and inclusive learning environment that fosters the development of values in learners.

Value education is a crucial aspect of education that plays a critical role in shaping the character and personality of learners. It is a process that helps learners develop a sense of responsibility, respect, empathy, and compassion towards themselves and others. The incorporation of value education in the curriculum can lead to the development of a more inclusive, tolerant, and peaceful society.

NURTURING VALUES

The Significance of Value Education in the Education System

Value education is an essential component of the education system as it helps in the holistic development of an individual. Value education is concerned with the inculcation of values and virtues in learners, which help them lead a purposeful and meaningful life. In this section, we will discuss the importance of value education in the education system with references.

1. **Moral and Ethical Development:** The primary objective of value education is to instill moral and ethical values in learners. It helps learners develop a sense of responsibility, respect, empathy, and compassion towards themselves and others. A study conducted by Rajendra Kumar (2016) found that value education programs had a positive impact on the moral and ethical development of students.
2. **Character Building:** Value education plays a critical role in character building. It helps learners develop a strong character, which is essential for success in life. A study conducted by Bawa and Singh (2017) found that value education had a positive impact on the character building of students.
3. **Social Cohesion:** Value education promotes social cohesion and peaceful coexistence in society. It helps learners develop a sense of belongingness and respect for cultural diversity. A study conducted by UNESCO (2015) found that value education was essential in promoting social cohesion and peaceful coexistence in societies.
4. **Emotional Intelligence:** Value education helps learners develop emotional intelligence, which is critical for success in life. It enables learners to understand and manage their emotions and develop empathy towards others. A study conducted by Dahiya (2016) found that value education programs had a positive impact on the emotional intelligence of students.
5. **Positive Behavior:** Value education helps learners develop positive behavior towards themselves and others. It enables learners to develop a sense of discipline, self-control, and self-esteem. A study conducted by Narasimhan and Sankar (2018) found that value education had a positive impact on the behavior of students.

Inculcating Values in Primary and Secondary Education: The Role of Value Education in Schools

Value Education is taught in primary and secondary classes in a variety of ways. Here are some common approaches to teaching value education in these classes:

1. **Storytelling:** Storytelling is an effective method for teaching values to young learners. Teachers can use age-appropriate stories to teach values like honesty, kindness, and respect. Through the characters in the stories, learners can understand the importance of these values and how to practice them in their daily lives.
2. **Role-playing:** Role-playing is another popular method of teaching values. Teachers can create scenarios in which learners can practice values like teamwork, leadership, and empathy. For example, learners can act out a situation where they have to help a classmate who is struggling with their studies.
3. **Games and activities:** Games and activities can be used to teach values like sportsmanship, cooperation, and perseverance. For example, learners can participate in group games that require them to work together to achieve a common goal. This can help them understand the importance of teamwork and cooperation.
4. **Community service:** Community service is an excellent way to teach values like compassion, responsibility, and citizenship. Teachers can organize activities like cleaning up the school or volunteering at a local charity to help learners understand the importance of giving back to the community.
5. **Classroom discussions:** Classroom discussions can help learners understand complex values like diversity, tolerance, and social justice. Teachers can create a safe and inclusive environment where learners can express their opinions and learn from each other.

In primary classes, teachers usually focus on teaching basic values like honesty, kindness, respect, and responsibility. As learners move to secondary classes, the focus shifts to more complex values like critical thinking, decision making, and social responsibility.

In addition to these methods, teachers can also integrate values into other subjects like language arts, social studies, and science. This helps learners understand the real-world applications of the values they are learning.

Value Education is taught in primary and secondary classes through various methods that are age-appropriate and engaging. Teachers use storytelling, role-playing, games and activities, community service, and classroom discussions to teach values to learners. By integrating values into other subjects, teachers can help learners understand the importance of values in their daily lives.

GUIDELINES FOR CONDUCT AND ASSESSMENT OF VALUE BASED ACTIVITIES (Annexure 4(A) of UG Draft Regulations: NEP-2020)

The National Education Policy 2020 (NEP-2020) emphasizes the importance of value-based education, and one of its significant objectives is to inculcate values among students. Value-based activities play a crucial role in this regard, as they help students develop skills, attitudes, and behavior patterns that help them become responsible citizens. Annexure 4(A) of UG Draft Regulations provides guidelines for the conduct and assessment of value-based activities in higher education institutions. This report discusses these guidelines in detail.

Value-based Activities

Value-based activities are designed to promote positive values among students, such as honesty, respect, compassion, and responsibility. These activities can be in the form of community service, social awareness programs, cultural events, sports, and other co-curricular activities. The guidelines recommend that value-based activities should be an integral part of the curriculum and that institutions should encourage students to participate in these activities actively. They should also organize events that promote social harmony and national integration.

Assessment of Value-based Activities

The guidelines recommend that institutions should assess the effectiveness of the value-based activities conducted on their campuses. The assessment should be based on the following criteria:

1. **Participation:** The number of students participating in value-based activities should be recorded and analyzed. Institutions should encourage all students to participate in these activities and ensure that they are accessible to all.
2. **Impact:** The impact of the value-based activities on the students should be evaluated. The assessment should include changes in attitudes, behavior patterns, and overall

personality development. Institutions should analyze the impact of these activities on the students' academic performance, employability, and overall well-being.

3. **Outreach:** The outreach of the value-based activities should be assessed. The institutions should analyze the impact of the activities on the local community and society at large. This assessment should include the impact on social, cultural, and economic factors.
4. **Feedback:** Feedback from the students, faculty, and other stakeholders should be collected and analyzed to assess the effectiveness of the value-based activities. Institutions should use this feedback to improve the quality and impact of these activities.

Incorporating Value-based Activities into the Curriculum

Incorporating value-based activities into the curriculum is an essential aspect of providing a holistic education to students. It involves developing programs and activities that not only promote academic excellence but also teach students the importance of values such as empathy, honesty, respect, and responsibility. In this report, we will discuss the various ways in which value-based activities can be incorporated into the curriculum and their importance in promoting the overall development of students.

One of the primary ways to incorporate value-based activities into the curriculum is by creating a separate subject or course that focuses solely on values education. This subject can be designed to teach students about different values and their importance, as well as provide them with opportunities to develop these values through various activities and projects. For example, students can be asked to participate in community service projects, where they can learn the values of compassion and social responsibility.

Another way to incorporate value-based activities into the curriculum is by integrating them into existing subjects. For example, in a science class, students can be taught about the value of conservation and how to take care of the environment. Similarly, in a literature class, students can be taught about the values of empathy and kindness by studying works of fiction that explore these themes.

Incorporating value-based activities into the curriculum not only teaches students about the importance of values but also helps in their overall development. It helps students in

developing critical thinking and decision-making skills, improves their communication and interpersonal skills, and enhances their self-awareness and emotional intelligence. Moreover, it instills in them a sense of social responsibility and prepares them for being responsible and ethical citizens.

However, there are certain challenges in incorporating value-based activities into the curriculum. One of the biggest challenges is the lack of trained educators who are equipped to teach values education. Another challenge is the lack of resources and funding to design and implement value-based programs and activities. Additionally, there may be resistance from students and parents who may not see the value in such activities and prioritize academic performance over values education.

To overcome these challenges, it is important to provide adequate training and support to educators in teaching values education. It is also important to allocate sufficient resources and funding for designing and implementing value-based programs and activities. Additionally, involving students and parents in the process and highlighting the benefits of values education can help in overcoming resistance.

Challenges in Implementing Value-based Education

While the importance of value-based education is well established, there are several challenges in implementing it in educational institutions. These challenges include resistance from teachers and students, a lack of infrastructure and resources, and a lack of standardization in teaching and assessment methods.

One of the significant challenges in implementing value-based education is resistance from teachers and students. Teachers may resist change in teaching methods or curriculum, which can make it challenging to incorporate value-based education into their teaching. Similarly, students may be resistant to learning about values that may not align with their personal beliefs or experiences. Overcoming this resistance requires careful planning, communication, and support from school leaders.

Another challenge is a lack of infrastructure and resources to support value-based education. Schools may lack the necessary equipment, facilities, or resources to teach values effectively. For example, a school that lacks a library or computer lab may struggle to teach values related to research and technology. Similarly, schools in rural or low-income areas may lack access to resources that can help promote values related to diversity and cultural awareness.

A lack of standardization in teaching and assessment methods is another challenge. Value-based education may be taught differently by different teachers or schools, leading to inconsistency in the learning outcomes. Assessing students' understanding of values can also be challenging, as there is no standardized method for evaluating students' values or measuring the impact of value-based education on their overall development.

Additionally, a lack of training and professional development opportunities for teachers can be a barrier to implementing value-based education. Teachers may lack the necessary skills or knowledge to teach values effectively or may be uncertain about how to integrate value-based education into their existing curriculum. Providing ongoing training and support can help teachers overcome these challenges and effectively incorporate values into their teaching.

In conclusion, while value-based education is essential for holistic development, implementing it in educational institutions can be challenging. To overcome these challenges, schools need to provide adequate resources, training, and support to teachers and students. By doing so, schools can ensure that value-based education is an integral part of the education system, promoting the development of ethical, responsible, and socially conscious citizens.

CONCLUSION

The guidelines for the conduct and assessment of value-based activities provide a framework for institutions to promote positive values among students. These activities can help students develop a sense of social responsibility and become responsible citizens. Institutions must ensure that these activities are an integral part of their curriculum and that their effectiveness is regularly assessed to ensure that they achieve their intended objectives.

However, implementing value-based education can be challenging, and institutions must invest in the necessary resources and infrastructure to promote it effectively. Institutions must collaborate with other organizations and institutions to promote

The importance of value education can be understood from the fact that it not only imparts knowledge and skills, but also instills values and ethics that are necessary for the holistic development of an individual. In today's world, where there is a lack of moral and ethical values, value education can help individuals become responsible citizens who are able to make wise decisions, empathize with others, and contribute positively to society.

Value education is important because it helps individuals understand the difference between right and wrong. It provides them with a framework of values and ethics that they can use to guide their behavior in different situations. Value education teaches individuals to be honest, respectful, compassionate, and empathetic, which are all qualities that are necessary for building strong relationships and a peaceful society.

In addition to shaping the character of individuals, value education also plays a critical role in promoting social cohesion and harmony. By instilling values such as tolerance, respect, and inclusivity, individuals are better able to understand and appreciate the diversity of people and cultures around them. This, in turn, helps to reduce conflicts and promote a more harmonious society.

Furthermore, value education helps individuals develop a sense of responsibility towards their community and the environment. It teaches them to be mindful of their actions and the impact that they have on the world around them. Individuals who have received value education are more likely to take an active role in making positive changes in their community and contributing towards a sustainable future.

In conclusion, value education is a crucial component of the education system. It plays a vital role in shaping the character and personality of individuals, promoting social cohesion and harmony, and developing a sense of responsibility towards the community and the environment. As the great philosopher Aristotle once said, "Educating the mind without educating the heart is no education at all." Therefore, it is essential that value education is given due importance in the curriculum of educational institutions, so that we can create a better world for ourselves and future generations.

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राष्ट्रीय शिक्षा नीति 2020 के अनुसार भारतीय शिक्षा प्रणाली का बदलता स्वरूप

डॉ.नीतू यादव *

शोध सार

किसी भी राष्ट्र की उन्नति व प्रगति के लिए समय-समय पर परिवर्तन होना आवश्यक है, और शिक्षा सामाजिक परिवर्तन का एक ऐसा माध्यम है, जिससे किसी भी परिवार, समाज, राज्य व राष्ट्र में परिवर्तन आता है। शिक्षा ही किसी राष्ट्र के संपूर्ण राष्ट्रीय विकास की कुंजी है। राष्ट्र में शैक्षिक विकास के लिए समय-समय पर विभिन्न आयोगों का गठन किया गया, जिन्होंने अपने सुझाव प्रस्तुत किए जिसके परिणाम स्वरूप राष्ट्रीय शिक्षा नीति का निर्माण किया गया। प्रस्तुत शोध में राष्ट्रीय शिक्षा नीति 2020 के अनुसार भारतीय शिक्षा प्रणाली के बदलते स्वरूप पर चर्चा की गई है, तथा पुरानी शिक्षा नीति और नई शिक्षा नीति में आए बदलावों पर भी दृष्टि डाली गई है, व नई शिक्षा व्यवस्था में क्या-क्या बदलाव आएंगे यह शिक्षा नीति, परंपरा, संस्कृति, मूल्यों और लोकाचार में परिवर्तन लाने में अपना बहुमूल्य योगदान देने में सक्षम होगी। नीति का मुख्य उद्देश्य शिक्षा और सीखने पर ध्यान केंद्रित करना और भारत को एक वैश्विक ज्ञान महाशक्ति बनाना व 21 वीं सदी के भारत के युवाओं के लिए आवश्यक शिक्षा और कौशल पर ध्यान केंद्रित करना है।

कुंजी शब्द:- शिक्षा नीति, वैश्विक, परिवर्तन, आयोग

* प्राचार्य आर्यन कॉलेज ऑफ एजुकेशन

प्रस्तावना :-

स्वामी विवेकानंद जी के अनुसार,

"हमें ऐसी शिक्षा चाहिए, जिससे चरित्र बने, मानसिक विकास हो,

बुद्धि का विकास हो और मनुष्य अपने पैरों पर खड़ा हो सके"।

राष्ट्रीय शिक्षा नीति 2020 इन्हीं बिंदुओं को आगे लेकर बढ़ती हैं। समय के साथ साथ देश के वर्तमान परिप्रेक्ष्य के अनुसार समाज की आवश्यकताएं भी बदलती हैं। इन्हीं बदलती आवश्यकताओं को ध्यान में रखते हुए तथा बदलते वैश्विक परिदृश्य में ज्ञान आधारित अर्थव्यवस्था की आवश्यकताओं की पूर्ति करने के लिए मौजूदा शिक्षा प्रणाली में परिवर्तन की आवश्यकता पड़ी। शिक्षा की गुणवत्ता को बढ़ाने को नवाचार और अनुसंधान को बढ़ावा देने के लिए नई शिक्षा नीति का निर्माण किया गया ताकि भारतीय शिक्षण व्यवस्था वैश्विक स्तर पर पहुंच सुनिश्चित कर सके।

रोजगार और वैश्विक पारिस्थितिकी में तीव्र गति से आ रहे परिवर्तनों की वजह से यह जरूरी हो गया है कि बच्चे, जो कुछ सिखाया जा रहा है, उसे तो सीखे ही और साथ ही वे सतत सीखते रहने की कला भी सीखें। इसीलिए शिक्षा में विषय वस्तु को बढ़ाने की जगह जोर इस बात पर अधिक होने की जरूरत है कि बच्चे समस्या समाधान और तार्किक एवं रचनात्मक रूप से सोचना सीखें, विविध विषयों

के बीच अंतर संबंधों को देख पाए, कुछ नया सोच पाए और नई जानकारी को नए और बदलती परिस्थितियों या क्षेत्रों में उपयोग में ला पाए। शिक्षा से चरित्र निर्माण होना चाहिए शिक्षार्थियों में नैतिकता, तार्किकता, और संवेदनशीलता विकसित करनी चाहिए और साथ ही रोजगार के लिए सक्षम बनाना चाहिए। इस प्रकार के पाठ्यक्रम का निर्माण करना चाहिए जिससे बालक के जीवन के सभी पक्षों और क्षमताओं का संतुलित विकास हो।

के. कस्तूरीरंगन की अध्यक्षता में बनी राष्ट्रीय शिक्षा नीति 2020, 21वीं शताब्दी की पहली शिक्षा नीति है जिसका लक्ष्य हमारे देश के विकास के लिए अनिवार्य आवश्यकताओं को पूरा करना है। इस नीति के माध्यम से देश में स्कूल एवं उच्च शिक्षा में परिवर्तनकारी सुधारों की अपेक्षा की गई है। शिक्षा नीति के उद्देश्यों के तहत वर्ष 2030 तक स्कूली शिक्षा में 100% सकल नामांकन अनुपात (GER) के साथ-साथ पूर्व विद्यालय से माध्यमिक स्तर तक शिक्षा के सार्वभौमिकरण का लक्ष्य रखा गया है।

यह नीति किस सिद्धांत पर आधारित है कि शिक्षा से ना केवल साक्षरता और संख्या ज्ञान जैसी बुनियादी क्षमताओं के साथ-साथ उच्चतर स्तर की तार्किक और समस्या समाधान संबंधी संज्ञानात्मक क्षमताओं का विकास होना चाहिए बल्कि नैतिक, सामाजिक और भावनात्मक स्तर पर भी व्यक्ति का विकास होना आवश्यक है।

राष्ट्रीय शिक्षा नीति का विज़न

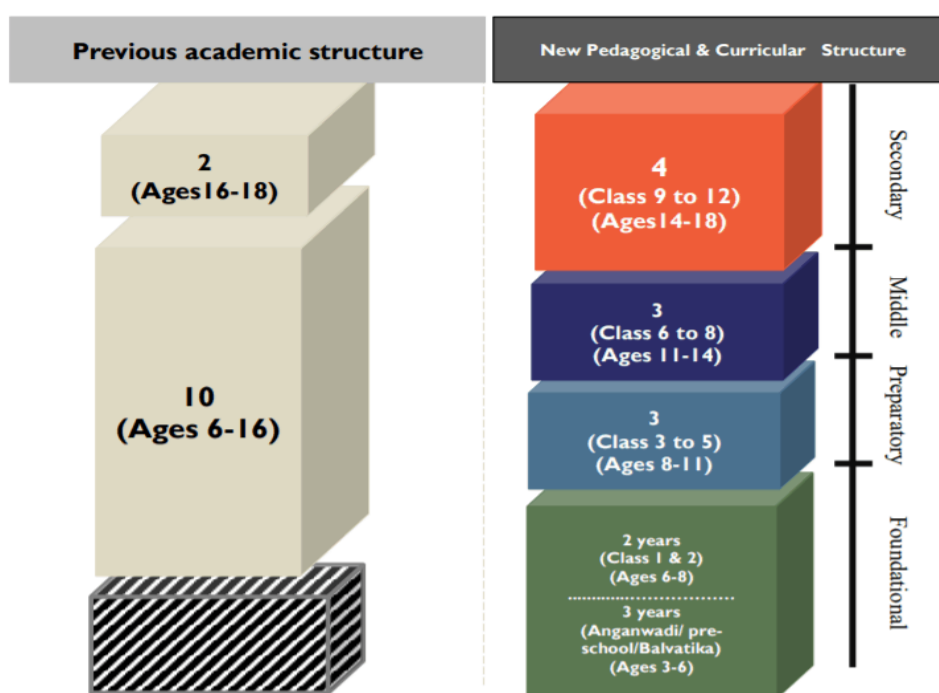
किसी भी देश का विकास और बदलाव वहाँ की शिक्षा व्यवस्था पर निर्भर करता है। विकसित देश अपनी जी.डी.पी. का 5 से 7 प्रतिशत अपनी शिक्षा पर खर्च करते हैं, जो कि भारत में यह बहुत कम है। देखा गया है कि किसी भी विकासशील देश में अपनी जी.डी.पी. का बहुत कम प्रतिशत निवेश किया जाता है। यह नीति इस बात पर जोर देती है कि हमें ऐसी शैक्षिक प्रणाली का विकास करना है, जो बच्चों में **भारतीय मूल्यों** को विकसित करे तथा भारत को वैश्विक ज्ञान महाशक्ति बनाकर भारत को एक जीवंत और न्यायसंगत ज्ञान समाज में बदलने के लिए प्रत्यक्ष रूप से योगदान करे। नीति का विज़न है कि छात्रों में भारतीय होने का गर्व न केवल विचार में बल्कि व्यवहार, बुद्धि और कार्य में भी झलके।

राष्ट्रीय शिक्षा नीति के मूलभूत सिद्धांत-

- हर बच्चे की विशिष्ट क्षमताओं की स्वीकृति, पहचान और उनके विकास हेतु प्रयास करना।
- बुनियादी साक्षरता और संख्या ज्ञान को सर्वाधिक प्राथमिकता देना।
- सभी ज्ञान की एकता और अखंडता को सुनिश्चित करने के लिए एक बहु विषयक दुनिया के लिए विज्ञान, सामाजिक विज्ञान, कला, मानविकी और खेल के बीच एक बहु विषयक और समग्र शिक्षा का विकास करना।
- अवधारणात्मक समझ पर जोर, न कि रटत पद्धति को अपनाना।

- रचनात्मक और तार्किक सोच को प्रोत्साहित करना ।
- बहुभाषिकता और अध्ययन अध्यापन के कार्य में भाषा के महत्व को प्रोत्साहन देना ।
- जीवन कौशल जैसे आपसी संवाद ,सहयोग सामूहिक कार्य को बढ़ावा देना ।
- सीखने के लिए सतत मूल्यांकन पर जोर देना ।
- पाठ्यक्रम में विविधता और स्थानीय परिवेश के लिए सम्मान देना ।
- स्कूली शिक्षा से उच्चतर शिक्षा तक सभी स्तरों के शिक्षा पाठ्यक्रम में तालमेल प्रारंभिक बाल्यावस्था देखभाल तथा शिक्षा से ही प्रारंभ करना ।

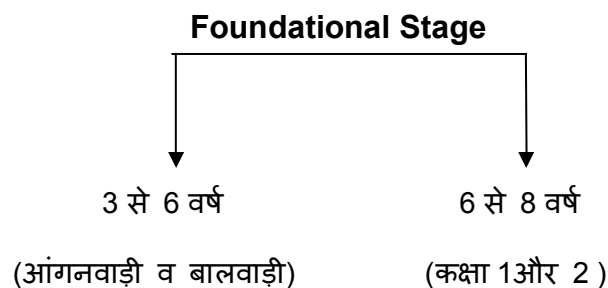
राष्ट्रीय शिक्षा नीति 2020 के अनुसार स्कूली प्रणाली में बदलाव:-



- नई शिक्षा नीति में वर्तमान में सक्रिय 10+2 के शैक्षिक मॉडल के स्थान पर 5 + 3 + 3 + 4 डिज़ाइन वाले शैक्षणिक संरचना का प्रस्ताव किया गया है जिसके अंतर्गत 3 से 18 वर्ष की आयु तक के बच्चों को समिलित किया गया है।

क्र. स.	चरण	वर्ष संख्या	कक्षा	विद्यार्थी की उम्र
1	पहला – फाउंडेशन स्टेज	5 वर्ष	प्री – प्राइमरी (3 वर्ष) + कक्षा 1 व 2	6 से 8 वर्ष तक
2	दूसरा – प्रीपेरेटरी स्टेज	3 वर्ष	कक्षा 3 से लेकर कक्षा 5 तक	8 से 11 वर्ष
3	तीसरा – मिडिल स्टेज	3 वर्ष	कक्षा 6 से लेकर कक्षा 8 तक	11 से 14 वर्ष
4	चौथा – सेकेंडरी स्टेज	4 वर्ष	कक्षा 9 से लेकर 12 कक्षा तक	14 से 18 वर्ष

- **पाँच वर्ष की फाउंडेशनल स्टेज (Foundational Stage)** - जिसके अंतर्गत 3 साल का प्री-प्राइमरी स्कूल तथा 3 से 6 वर्ष की आयु तक के बच्चें समिलित है, जो आंगनवाड़ी व बालवाड़ी में शिक्षा ग्रहण करेंगे। इसके बाद 6 से 8 वर्ष की आयु के बच्चे कक्षा 1 और 2 में पढ़ेंगे।



माना जाता है कि 85% बुद्धि का विकास 6 वर्ष तक हो जाता है इस विकास से करोड़ों बच्चे वंचित है। इन बच्चों में सामाजिक आर्थिक रूप से वंचित पृष्ठभूमि के बच्चे अधिक प्रभावित है, जिन्हें गुणवत्तापूर्ण प्रारम्भिक बाल्यकाल देखभाल और शिक्षा उपलब्ध नहीं है। इसलिए इस शिक्षा नीति में ई.सी.सी.ई. पर ज्यादा ध्यान केंद्रित किया गया है।

- **तीन वर्ष की प्रीपेरेटरी स्टेज (Preparatory Stage)**- जिसके अंतर्गत 6 से 8 वर्ष की आयु तक के बच्चें समिलित है, जो 3 से 5 कक्षा तक पढ़ेंगे।
- **तीन वर्ष की मध्य (या उच्च प्राथमिक) स्टेज(Middle)** - जिसके अंतर्गत 11 से 14 वर्ष की आयु तक के बच्चें समिलित है, जो 6 से 8 कक्षा तक पढ़ेंगे।
- **चार वर्ष की उच्च (या माध्यमिक) स्टेज (Secondary)**- जिसके अंतर्गत 14 से 18 वर्ष की आयु तक के बच्चें समिलित है, जो 9वीं से 12 वीं कक्षा तक पढ़ेंगे।

NEP 2020 के तहत HHRO द्वारा 'बुनियादी साक्षरता और संख्यात्मक ज्ञान पर एक राष्ट्रीय मिशन' (National Mission on Foundational Literacy and Numeracy) की स्थापना का प्रस्ताव

किया गया है। इसके द्वारा वर्ष 2025 तक कक्षा-3 स्तर तक के बच्चों के लिये आधारभूत कौशल सुनिश्चित किया जाएगा।

पाठ्यक्रम और मूल्यांकन:

- इस नीति में प्रस्तावित सुधारों के अनुसार, **कला और विज्ञान, व्यावसायिक तथा शैक्षणिक विषयों** एवं पाठ्यक्रम व पाठ्येतर गतिविधियों के बीच बहुत अधिक अंतर नहीं होगा।
- **कक्षा-6** से ही शैक्षिक पाठ्यक्रम में **व्यावसायिक शिक्षा** को शामिल कर दिया जाएगा और इसमें **इंटर्नशिप की व्यवस्था** भी दी जाएगी।
- **‘राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद’** NCERT द्वारा **‘स्कूली शिक्षा के लिये राष्ट्रीय पाठ्यक्रम रूपरेखा’** तैयार की जाएगी।
- NEP-2020 में छात्रों के सीखने की प्रगति की बेहतर जानकारी हेतु नियमित और रचनात्मक आकलन प्रणाली को अपनाने का सुझाव दिया गया है। साथ ही इसमें **विश्लेषण तथा तार्किक क्षमता एवं सैद्धांतिक स्पष्टता के आकलन** को प्राथमिकता देने का सुझाव दिया गया है।
- छात्रों के समग्र विकास के लक्ष्य को ध्यान में रखते हुए **कक्षा-10 और कक्षा-12** की परीक्षाओं में बदलाव किये जाएंगे। इसमें भविष्य में **समेस्टर या बहुविकल्पीय प्रश्न आदि** जैसे सुधारों को शामिल किया जा सकता है।
- छात्रों की प्रगति के मूल्यांकन के लिये मानक-निर्धारक निकाय के रूप में **‘परख’** नामक एक नए **‘राष्ट्रीय आकलन केंद्र’** की स्थापना की जाएगी।

शिक्षा नीति के कुछ मुख्य बिंदु-

- कक्षा 5 तक निर्देशों का माध्यम **मातृभाषा** को बनाया जाएगा । तथा नीति में स्पष्ट किया गया है कि कोई भी भाषा किसी भी बच्चे पर थोपी नहीं जाएगी ।
- प्रारंभिक शिक्षा को बहुस्तरीय **खेल और गतिविधि आधारित** बनाने को प्राथमिकता दी जाएगी।
- नई शिक्षा नीति के अनुसार सभी स्कूलों में पांचवी तक के बच्चों को **मातृभाषा, क्षेत्रीय भाषा या स्थानीय भाषा** में पढ़ाया जाएगा ।
- स्कूली और उच्च शिक्षा में छात्रों के लिये **संस्कृत और अन्य प्राचीन भारतीय भाषाओं** का विकल्प उपलब्ध होगा परंतु किसी भी छात्र पर भाषा के चुनाव की कोई बाध्यता नहीं होगी।
- **एनसीईआरटी** 8 वर्ष की आयु तक के बच्चों के लिए प्रारंभिक बचपन देखभाल और शिक्षा के लिए एक **राष्ट्रीय पाठ्यक्रम और शैक्षणिक ढांचा** विकसित करेगा ।
- इस नीति के तहत 3 से 6 साल का बच्चा एक ही तरीके से पढ़ाई करेगा ताकि उसकी फाउंडेशन लिटरेसी को बढ़ाया जा सके ।
- कक्षा 6 से बच्चों की **वोकेशनल कोर्स** के लिए पढ़ाई कराई जाएगी ।

- बोर्ड परीक्षाओं में वास्तविक ज्ञान को परखा जाएगा ।
- यह नीति बच्चे के सर्वांगीण विकास को सुनिश्चित करेगी।
- 2030 तक 3 से 18 आयु वर्ग के प्रत्येक बच्चे को **गुणवत्तापूर्ण शिक्षा** प्रदान की जाएगी ।
- शिक्षकों के लिए राष्ट्रीय प्रोफेशनल मानक राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा वर्ष 2022 तक विकसित किया जाएगा ,जिसके लिए एनसीईआरटी और एससीईआरटी, शिक्षकों और सभी स्तरों एवं क्षेत्रों के विशेषज्ञ संगठनों के साथ परामर्श किया जाएगा
- विद्यालयों में सभी स्तरों पर छात्रों को बागवानी, नियमित रूप से खेल-कूद, योग, नृत्य, मार्शल आर्ट को स्थानीय उपलब्धता के अनुसार प्रदान करने की कोशिश की जाएगी ताकि बच्चे शारीरिक गतिविधियों एवं व्यायाम वगैरह में भाग ले सकें।

निष्कर्ष

यह भारतीय मूल्यों से विकसित शिक्षा प्रणाली है जो सभी को उच्च गुणवत्ता शिक्षा उपलब्ध कराकर और भारत को वैश्विक ज्ञान महाशक्ति बनाकर, भारत को एक जीवंत समाज में बदलने के लिए प्रत्यक्ष रूप से योगदान करेगी । इस नीति में परिकल्पित है हमारे संस्थानों की पाठ्यचर्या और शिक्षण जो छात्रों में अपने मौलिक दायित्व और संवैधानिक मूल्य, देश के साथ जुड़ाव और बदलते विश्व में नागरिक की भूमिका के उत्तरदायित्व की जागरूकता उत्पन्न करें । इस नीति का विजन है छात्रों में, भारतीय होने का गर्व, केवल विचार में नहीं बल्कि व्यवहार, बुद्धि और कार्यों में भी दिखे, जो मानवाधिकारों, स्थाई विकास और जीवन यापन तथा वैश्विक कल्याण के लिए प्रतिबद्ध हो ताकि वह सही मायने में एक योग्य नागरिक बन सकें । अगर यह नीति पूर्ण रूप से पूरे भारत में लागू हो गई तो यह अभी तक की सबसे प्रभावशाली नीति होगी।

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SIGNIFICANCE AND CHALLENGES OF VALUE EDUCATION IN ONLINE LEARNING IN LIGHT OF NEP 2020

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ABSTRACT

Since India's Independence in 1947, there have been numerous policies, Commissions, frameworks, and committees addressing education. These were formulated and brought into the picture to improve the educational scenario of the country. Every educational document has highlighted the importance of value education in a student's life. National Education Policy 2020 underlines the importance of morals, ethics, and values for students' holistic development. However, due to the breakout of Coronavirus in the year 2020, the entire education system of the country had to be shifted online. This sudden shift impacted not just the academics of the students but also their social interactions which are an integral part of the education system. Teachers could not communicate healthy social practices to students in the online mode of learning. This resulted in young students having little to no exposure to value education. The sudden shift from classroom teaching-learning practices to online learning led to minimum interaction between teachers and students. During online learning, the entire focus shifted to academics, and value education (which is a part of regular classroom interaction) took a back seat. Young students (4-7 years) struggled to display values of adjustment, sharing, and healthy classroom interaction, an undistinguished component of value education. Even though online teaching learning posed a great number of challenges, one can not deny the shift from an offline classroom to an online classroom was inevitable. With the changing scenario in the field of education, value, and ethical education must become a part of the teacher's interaction with students. Online learning is here to stay and teachers and educationists must adapt to these changing needs. The paper intends to highlight the challenges of imparting value and ethical education to students who are not in the immediate physical environment of the school.

Keywords: Online Learning, Value Education, NEP 2020

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THE IDEA OF VALUE EDUCATION

Morals. Ethics. Values. These terms are not a typical, especially in the Indian subcontinent. We may not make use of the words in question specifically, however, they govern every aspect of our life, no matter what we do, where we are, and how old we get. We constantly have a voice inside our heads that affects the choices and decisions that we make and affects how we look at the world around us. Since childhood, we are expected and guided into leading an ethical and moral life by our parents, elders, and teachers. Values and morals are an integral part of every civilization. The morals that we hold affect the bond that we share with those around us, and not just our perspective toward the world that we live in. Empathy, cooperation, harmony, respect, inclusivity, initiative, etc. are values that play a major role in the development as well as the advancement of every civilization and culture. From the beginning of time, educational institutions have acted as an instrument for the transformation of society and as a medium to impart value education. Hence, education is not just a means to groom and produce academically exceptional individuals, but also humans who can contribute to the advancement of society. As a result, the importance of value education has also been recognized by the educational policies of independent India.

Policies and Frame Works on Value Education

The Kothari Commission (1964-1966), also known as the Education Commission emphasized the importance of value and moral education. It recognized the importance of nurturing students into being socially responsible and possessing a strong sense of ethics. The report made several recommendations and pinpointed areas that should be addressed concerning value education in schools. It brought forth the role of schools in inculcating ethical and spiritual values of honesty, respect, empathy, and compassion. It proposed that the curriculum be designed in such a manner that it promotes values and ethics. The inclusion of subjects such as moral education, social studies, and literature was considered to be a step toward the advancement of value education. The report realized the essentiality of preparing teachers who could impart knowledge related not just to their subjects but were also capable of promoting values and ethics. Kothari Commission called for a teacher training curriculum that addresses value education. The use of co-curricular activities like sports, music, and drama was viewed as a means to promote value education among students (Kothari Commission, 1964-1966). Similarly, National Policy on Education (1986) underscored the requirement of assimilating value education into the curriculum at all

levels of education, from primary to higher education. It stated that “Education will be directed towards the full development of the human personality and to the inculcation of values such as truthfulness, honesty, integrity, diligence, discipline, punctuality, social and national responsibility, and a spirit of enquiry” (Government of India, 1986). The Sarva Shiksha Abhiyan (2001) aimed to provide free and compulsory education to all children between the ages of 6 to 14. It asserted the need to further value education in schools and to make certain that children cultivate a strong sense of ethics and morality (Government of India, 2001). The National Curriculum Framework (2005) too, stressed the importance of integrating value education across all subjects and activities in the school curriculum. It highlighted the significance of values such as compassion, cooperation, respect, and responsibility (National Council of Educational Research and Training [NCERT], 2005). The National Knowledge Commission (2005-2009) also reiterated the need for a holistic education system that backs the advancement of well-rounded students with a strong sense of ethics and social responsibility. It stated that “Values, ethics, and civic engagement must be woven into the fabric of education so that education is not just about acquiring knowledge and skills, but also about becoming a responsible and ethical citizen”. Additionally, the National Knowledge Commission also shed light on the importance of teacher education in uplifting value education, stating that “Teachers must be trained not just to impart knowledge, but also to inculcate values and ethics in their students” (National Knowledge Commission, 2006). Just like the National Knowledge Commission, the National Curriculum Framework for Teacher Education (2009) also highlighted how it is important for teacher education programs to accommodate value education into their curriculum so that teachers can serve as role models for students and foster values such as honesty, respect, and social responsibility (National Council for Teacher Education, 2009). The Right to Education Act (2009) made education a fundamental right for all children between the ages of 6 and 14 in India. The act underscored the value of endorsing values such as equality, social justice, and respect for diversity in schools (Government of India, 2009).

Finally, the National Education Policy (2020) talks at length about how education is not just about acquiring knowledge and skills, but also about gaining a sense of ethics, compassion, and social responsibility. The policy aims to integrate value education across the curriculum of the entire education system. It urges the assimilation of value education in all subjects and levels of education. Value education should be fostered in an interdisciplinary and holistic manner by drawing upon various subjects such as social studies, sciences, arts, and languages.

The policy proposes the incorporation of life skills education as it is seen as an essential constituent of value education. Life skills education aids in the growth and maturation of skills and attitudes necessary for ethical decision-making and responsible citizenship. NEP 2020 emphasizes the requirement of experiential and reflective learning to stimulate the growth of values and ethics. Pedagogical practices like storytelling, role-playing, and community service have been recommended to instil a sense of morality among students. Similar to previous policies and recommendations, NEP 2020 also recognizes the role of teacher education, training, and professional development programs in promoting value education.

Value Education in Online Learning

It is quite evident now, that value education has been an integral part of most of the educational frameworks in independent India and is not a new concept that the NEP 2020 has come up with. Some policies briefly touched upon value and moral education, while others discussed them at length. However, what is noteworthy here is that, before the COVID-19 pandemic hit us in the year 2020, it was always assumed that most teaching and learning would take place in an offline environment within the walls of the classroom. Value education was viewed as something that could be imparted to individuals in a face-to-face setting only. The pandemic forced teachers and students to shift to the online mode to carry out the educational process. This shift, though, was so sudden, that somewhere along the line, value education was left behind, with the entire focus on academic education only. It is of paramount importance to acknowledge that the pandemic was a difficult time for the education sector in terms of the teaching-learning process and posed a set of challenges that had never been encountered before. Students were unable to connect with their teachers. Good rapport with the teacher is essential for any educational experience to be fruitful and building a rapport with the students was challenging for the teachers. Value education is a process, the onus of which does not lie with the teacher solely. It requires support and participation from the families and the communities. There were numerous instances during the pandemic when online classes were not taken seriously by students and their parents. This led to a decline in the value of education among students. The students did not get the opportunity to interact with their peers. This impacted the development of their social skills. Basic skills such as sharing and adjustment could not be learned by young students. Socialization too was harder for the younger students when compared with the older students. Attending classes on gadgets and devices for two years severely affected the attention span of students. Numerous distractions were present during the online classes

taking place during the pandemic. It was therefore difficult for students to maintain focus amid the commotion present at home during the online classes. Online learning requires discipline on the student's part, however, given the circumstances in which the offline to online shift was made, several students struggled to maintain the discipline that was needed to make the most of the online-learning environment. Discipline here does not mean sitting in front of the devices and maintaining silence at all times, but the fact that no fixed routine was being followed, and the distractions that digital gadgets (social media, message notifications, video streaming platforms, games, etc.) and the home environment posed interfered with the teaching-learning taking place. When discussing challenges that were faced during the pandemic in the education sector, it is of utmost importance that it is acknowledged that not all families were privileged-enough to have access to digital devices and a stable internet connection. According to a report by the National Statistical Office (NSO) in 2021, the dropout rate among students aged 6 to 17 years increased from 2.8% in 2018 to 5.5% in 2020. The reasons cited by the report for this increase in drop-out rate included the closure of schools during the pandemic, lack of access to online education, and the economic impact of the pandemic on families led to students dropping out of school to work (National Statistical Office, 2021). With a great deal happening during the pandemic, it was already a hefty task for teachers who had to quickly learn to teach via a screen, to impart value education. In this scenario, inculcating values among students took a back seat with the entire focus shifting to academics.

IMPARTING VALUE EDUCATION

There was no opportunity for students to participate in co-curricular activities. Co-curricular activities are a medium for fostering values among students. Values such as sharing, cooperation, team spirit, a sense of responsibility, adjustment, and compassion can be imparted through co-curricular activities without a definite teacher and classroom. The absence of co-curricular activities, therefore, did not allow for these values to be developed among students. Value and moral education were not in the ambit of teaching because these require a certain level of engagement and interaction among the students and teachers. Value education may not be a designated subject in school, but even then, the constant teacher-student and student-student interactions play a tremendous role in imparting value education to students. There was a multitude of reasons for this shift in focus from academic and value education solely to academic education. It is hard to outline the relevance of community living when the students themselves are forced to disconnect from the school

environment and live at a distance from each other. At the same time, it needs to be understood that the COVID-19 pandemic was a demanding and uncertain period. It was challenging for teachers to integrate value and moral education in their lessons and impart value education to their students when they were figuring out how to teach in the online mode exclusively. It is complex to work towards providing ethical education when the whole world seems to crumble around.

We are currently living in the 21st century. The COVID-19 pandemic was a violent wake-up call that the teaching-learning process needs to be diverse not just in its content and pedagogical practices but also in its mode of transaction. With the technology available to us at our fingertips, the education sector now needs to adopt and incorporate it into our teaching. The educational sector needs to keep up with the changing trends to be able to equip students with the skills that will not be redundant and instead will aid them in their life in the future. NEP 2020 also recognized the importance of online and remote learning. It highlights strategies to improve by creating a digital infrastructure to support online learning and developing content that caters to the requirements of online education. Online learning has the potential to change the landscape of the educational sector by providing quality education to students in far-off and remote places. This education should neither remain exclusive to academic education nor should it simply replicate the practices taking place in an offline classroom.

CONCLUSION

With changing times, value education now is not restricted to skills such as empathy, social responsibility, cooperation, etc. only. Critical thinking skills, responsible online behaviour, cyber security, respect for privacy, being receptive to diverse opinions and ways of life in the digital ecosystem, etc. are also values and etiquettes that need to be imparted to students. It is important to note that the core human values and morals remain more or less the same, throughout time, however, the manner in which they manifest themselves changes with the day and age in which a human exists. The age that we are living in, needs us to familiarize ourselves and adapt to the changes taking place in the digital world as well as the social world. It is of paramount importance that teachers take cognizance of these changes and incorporate value education in their online and offline classes. The COVID-19 pandemic has completely changed how education is viewed and provided by entering into the educational sector in an unprecedented way. Therefore, teachers now need to be equipped

with skills and training to cope with the changing demands of online learning based on value education. Value education needs to be provided within the realms of digital learning as well. Teachers now cannot confine value education to just the physical classroom, and neither can it be said that promoting value education needs social engagement and interaction among students and teachers. This requires teachers who are willing to keep up with the changing trends and are prepared to engage students in the teaching-learning process in a variety of media which does not require the transaction of content only but also value inculcation among students.

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NATIONAL EDUCATION POLICY (NEP) 2020 INCULCATING ETHICAL VALUES: ADVANTAGES AND CHALLENGES

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ABSTRACT

‘Change is the rule of world and with every changes comes the challenges’. The new national policy of education 2020 is going to transform an age old perspective and scenario of our education system. It is going to bring many ethical values in our prospective students i.e. respect for dignity of labour, cooperation, leadership quality, patient etc. But to inculcate the objectives in our new education policy our teachers and students have to overcome the educational traditions followed by years. In this paper we had discussed the challenges we will face during the implementation of NEP 2020’s objective. In this paper the main focus is on to develop ethical values in our upcoming generation. As we all know that in our education system, theory dominates more than practical and without practical experiences it is quite challenging to bring these ethical values in students. Few of the barriers for implementing these objectives in our education system are multilingualism language, funds, skilled teachers, pedagogical limitations, lack of integration etc. Training of teachers of using efficient methods, materials, techniques, understanding student’s need and psychology can make the way more easier to implement the objectives of education.

Keywords: Ethical values, Skilled Teachers, Pedagogical Limitations, Student’s Psychology

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INTRODUCTION

After a gap of 34 years the new National Policy of Education was sanctioned in 30th July 2020. It has brought several changes in the school level as well as in higher level of Education and it is assumed that India’s education system is expected to be transformed under this policy by 2040 . NEP 1986 has been followed by a very long period of time. If the priorities of both the policies would be compared the priorities of 1986 is on minority education ,women education , reducing child dropouts, adult education and vocational training whereas, the priorities of NEP 2020 is majorly given to multi disciplinary courses, vocational courses , bucket system of choosing subject , music, science and art is given prominence. The national

education policy 2020 also provide the ethical reasoning traditional Indian values and all basic human and constitutional values such as seva ,ahinsa ,swachhata ,Satya, nishkaam Karma ,Shanti ,sacrifice, tolerance, gender sensibility, respect for the dignity of labours etc. The five pillars of NEP 2020 are access, equity,quality, affordability and accountability. . But to establish these 5 pillars of national education policy 2020 some challenges has to be faced by our education committee, teachers and students as well .

Advantages

NEP 2020 is going to bring monumental changes in our educational scenario. Major changes in nep 2020 are as follows:-

- **Promote overall learning, development and well being:-**

The existing 10 + 2 structure of school curriculum will be replaced by a 5 + 3 + 3 + 4 curriculum structure corresponding to ages 3-8,8-11,11-14, and 14-18 Years respectively. The new system will include 12 years of schooling with 3 years of Pre primary. the children will spend five years in the foundational stage; three years in the preparatory stage; three years in the middle stage and four years in the secondary stage. By including children aged 3 to 6 in formal schooling, the new effort underlines the importance of development. Students will not be able to teach themselves if they lack the requisite language and numerical skills a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

- **Promote the sense of equality:-** NEP 2020 has set the target to increase the public investment in the education sector to reach 6 per cent of Gross Domestic Product (GDP) at the earliest. Currently, the expenditure on education by centre and states as a proportion of GDP is 3.1 per cent. It will help children of all levels get the same education and access all the resources required to achieve the aim of education. It will help to bridge the gap between poor and rich background of receiving similar education by 39% . It will also indulge the sense of equality in students .

- **Focused on criticalthinking:-** The board exams system that primarily tested the memorization and rote learning ability of students will be replaced to develop critical thinking, rationalization, and creativity of students with the practical application of their knowledge. It has focused more on learning, observation, reasoning, asking questions, problem solving etc. NEP 2020 states that education must move towards

less content, and more towards learning about how to think critically and how to be creative .

- **Multidisciplinary develops sense of responsibility, innovation, adaptation:-** Student will be flexible to choose subjects according to their choice and interest. Students have broader options to learn now. They have the option of choosing any subject combination from Arts, Commerce and Science and exploring a multidisciplinary arena of education. It enables professionals and practitioners from different backgrounds to communicate better each other's roles, responsibility, and resources. It will also help students to learn how to innovate, adapt, and absorb new material in novel and changing fields.
- Further, the National Education Policy (NEP), 2020 also provides for ethical reasoning, traditional Indian values and all basic human and Constitutional values such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for dignity of labour, respect for public property etc

CHALLENGES

The path to successfully execute NEP is riddled with hurdles; the Centre and states need to work closely to overcome them. Few of them are as follows:-

- **Change in mind set:** The current education system is a hangover of the British and Industrial age. The change in mindset will involve two or more generation of parents, teachers, grandparents and educators. A STEM education focused generation has to give way to the NEP. The corporate world also will need to align this and change its recruitment and grooming policies. There will be several challenges in changing this mindset. However, it can be done with lot of soft power play by the government.
- **Development of social and emotional skills:** Education must not only develop the cognitive skills in learners – both ‘foundational skills’ of literacy and numeracy and the ‘high-order’ cognitive skills like critical thinking – but also ‘social and emotional skills’ known as the soft skills like empathy, grit, perseverance, leadership and teamwork. The NEP calls for such value-based learning along with significant curriculum and pedagogical changes. These pedagogical changes are tough and need to be reimagined for successful implementation.

- **Assessment parameters:** The boards that conduct school leaving examinations will have to re-think their assessment parameters for students and also identify the appropriate learning content rubric. School textbooks will have to be accordingly realigned. Formative assessment is virtually absent. How do we adapt and implement it seamlessly?
- **Trained teachers:** Implementing such bold objectives will require training teachers, educators and official staff appropriately along with preparing a pool of excellent, motivating guides. Learning has to be an enjoyable and engaging task rather than an arduous exercise which ultimately churns out unemployable youth. The policy will have to design a learning ecosystem which takes into account the geographical and cultural diversity of our country as well as the varied learning pace of each student. Providing training to the teachers according to new curriculum is also very challenging. At the grass root level, a large number of teachers are stucked in administrative work and other responsibilities, because of which they give a little or no time for teacher training programmes conducted by state and central government.
- **Bottom up the grass root intervention:** As Indians, we are socially programmed to accept top-down approach in all areas of life. This social and educational transformation is only possible with a bottom-up grass-root level intervention. In the grand scheme of things, an important action would be to repair and revamp the system through a bottom-up approach and bring a definitive change in the mindset of the stakeholders, including the office staff and parents, right at the outset. A transformation is needed from ‘what to think’ to ‘how to think’.
- **Establishment of multidisciplinary Institutes:** The existing education regime excludes formal training and orientation towards pedagogy for college and university educators. This urgently calls for an overhaul of the curriculum design to make it flexible and organic for enabling foundational and higher-order thinking and skill inculcation at different levels of education. The policy seeks to establish multidisciplinary institutions for higher education replacing the single-disciplinary ones. The road to attain this goal has been paved with good intentions.
- **Language Barrier:** The NEP seeks to enable home language learning up to class five, in order to improve learning outcomes. Sure, early comprehension of concepts is better in the home language and is critical for future progress. If the foundations are not sound, learning suffers, even with the best of teaching and infrastructure. But it is

also true that a core goal of education is social and economic mobility, and the language of mobility in India is English.

CONCLUSION

Education is an essential and indispensable element for the all-around development of any society and country and a comprehensive national education policy is formulated by a nation to fulfil this requirement. The NPE 1986, which created a pool of educational system and trained human resources who contributed to the value chain of development but NEP 2020 aspires of creating human resources who will generate value propositions. There are few challenges which can be a hurdle in achieving the objective but as said “Challenges are what make things interesting; overcoming them is what makes things meaningful.”

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WHY IS IT IMPERATIVE TO DEVELOP ETHICAL LEADERSHIP AMONG TEACHERS IN PRESENT STATE OF AFFAIRS

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ABSTRACT

In spite of the spectacular achievements of modern science, technology, medicine, etc., there still persist serious problems of intolerance and unrest in the society. It is unfortunate that most of the parents, family members, teachers and prominent members of the society live a life devoid of ethics. The society which is ignorant of its ethical and value systems proves to be of great threat to the national development, especially for a country that aspires to become the superpower of tomorrow. Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development. The aim of this article is to revisit the efficacy of ethics in education and focus on development of ethical leadership among teachers. Ethical leadership means that individuals behave according to a set of principles and values, viz. integrity, respect, trust, fairness, transparency and honesty to name some. For preparing the future of our nation for the upcoming challenges of the new world they need to be well equipped with these desirable attributes to become better contributors in this world. Here teacher plays a pivotal role for ensuring education in this direction but for that the teacher must oneself possesses similar or better capacities. Based on the exploration of this study the authors suggest that development of ethics and ethical leadership among teachers can prove to be impactful in preparing future generation to cope with the emerging challenges. For that we need to communicate moral value, make ethical decisions, practice justice and respect and be kind to everyone.

Keywords: Ethics, Teachers, Ethical Leadership

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INTRODUCTION

In spite of the spectacular achievements of modern science, technology, medicine, etc., there still persist serious problems of intolerance and unrest in the society. It is unfortunate that most of the parents, family members, teachers and prominent members of the society live a life devoid of ethics. The society which is ignorant of its ethical and value systems proves to be of great threat to the national development, especially for a country that aspires to become the superpower of tomorrow. Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development. For preparing the future of our nation for the upcoming challenges of the new world they need to be well equipped with these desirable attributes to become better contributors in this world. Here teacher plays a pivotal role for ensuring education in this direction but for that the teacher must oneself possesses similar or better capacities

UNDERSTANDING ETHICAL LEADERSHIP

The Oxford Dictionary defines ‘Ethics’ as *‘moral principles that govern a person’s behaviour or the conduct of an activity.’* This sums up ethical leadership as acting according to one’s moral principles in day to day business and decision making. It simply means doing the right thing when leading a team, small or large, and abiding by the social and ethical rules and responsibilities. Ethical leadership means that individuals behave according to a set of principles and values, viz. integrity, respect, trust, fairness, transparency and honesty to name some.

Ethical leadership must be a conscious decision. As Fred Kofman writes in his book *Conscious Business*, “To be conscious means to be awake, mindful. To live consciously means to be open to perceiving the world around and within us, to understand our circumstances, and to decide how to respond to them in ways that honor our needs, values, and goals.” He continues, “To be unconscious is to be asleep, mindless... Consciousness enables us to face our circumstances and pursue our goals in alignment with our values. When we lose consciousness, we are swept away by instincts and habits that may not serve us. We pursue goals that are not conducive to our health and happiness, we act in ways that we later regret, and we produce results that hurt us and those we care about.”

The National Association of Secondary School Principals’ code of ethical conduct for school leaders states education leaders must be committed to helping every student succeed “by

acting with integrity, fairness and in an ethical manner.” The association’s recommendations for education leaders include:

- Guide all decisions with students’ well-being and success as the fundamental value.
- Respect the principle of due process and honor the civil and human rights of everyone.
- Live honestly and with integrity, abiding by all laws at all times.
- Implement the policies, rules and regulations of the administration, but work to correct those that are inconsistent with sound educational principles.
- Never use the influence of the position for personal gain.

When school leaders consider these principles in their dealings, the chances of success within school environment increase (Lynch, 2015).

Ethical Leadership in Education

For education leaders, the goal is to promote fair and equitable access to education resources for everyone, regardless of situation or background. Achieving this goal requires creating an ethical climate that communicates a sense of values, norms, behaviors and attitudes built on respect, openness and fairness.

Understanding the importance of ethical leadership in education is the first step to serve as a model for all members of the education community. The primary reason why it’s important to have ethical leadership in education is the power of example to impress upon the entire education community the rewards of behaving ethically. Ethical leadership in education is driven by a respect for values and an unfaltering belief in the dignity and rights of others. Ethical leaders build school cultures governed by fair, clearly articulated expectations, rather than cultures driven by personalities or politics. In an ethically led school, there is a clear vision and mission and a set of shared values and principles that are understood and owned by everyone who works there. Every action that is taken is sense-checked against this vision and mission and if completion of said action would not uphold the values and principles, it is not considered valid.

Every element of the school, from performance management appraisals to staff professional development, from expectations of pupil behaviour to the resourcing of the curriculum, reflects this vision and mission, and these values and principles. Ethical leaders cannot pick and choose which situations call for moral judgement or leave their principles at the door whenever it is convenient. An ethical code provides the very foundations on which these

schools are built and function day-to-day. In practice, this ethical leadership is anchored in five principles.

Honesty: If school leaders are dishonest, a culture of mistrust soon creeps in. This, in turn, leads to a loss of faith, not just in the leaders themselves, but in the whole school and what it stands for and seeks to achieve. Ethical leaders are always honest and upfront, even when they must have difficult conversations or take unpopular decisions. They articulate the rationale and reasoning behind their decisions and set out the supporting evidence. What is more, they afford colleagues a right of reply, and they do not close down dissent.

Justice: If leaders are unjust, an insidious sense of unfairness pervades. Ethical leaders treat everyone equally and ensure that fairness governs their decision-making. They do not give some colleagues special treatment except when a particular situation demands it for the purposes of justice.

Respect: If leaders do not respect their colleagues, they rarely win others' respect in return. Like authority, respect is earned through one's actions not guaranteed along with a job title. Ethical leaders believe that everyone has value, both as individuals and as members of the wider school community; as such, they listen carefully to other people's opinions and ideas, value everyone's contributions, and work hard to ensure colleagues feel worthwhile. Ethical leaders do not run hierarchical institutions where the word of a senior leader is unquestionable and final. Though schools are not democracies, neither should they be dictatorships. Collaboration and cooperation are keys to their long-term success.

Community: If leaders do not foster a sense of community and engender collective, professional autonomy, colleagues rarely feel like they belong, and thus they do not develop a sense of ownership of the institution's vision and mission. In short, they do not feel compelled to help achieve the vision. Community breeds a sense of purpose, a belief that each member of the team is a part of something bigger than themselves and has a crucial role to play in that community's success.

Ethical leaders build such communities by caring about the health and happiness of their colleagues and by empowering others through genuine delegation. They also invest in their staff's professional development and instil a sense of collective autonomy or collegiality. Ultimately, ethical leaders regard it as their legacy to build a school that will continue to succeed in their absence. They put in place sustainable systems and structure, policies and procedures that do not rely on the cult of personality.

Integrity: If leaders do not act with honour and integrity, they quickly lose the trust and respect of all those around them and will struggle to recruit. Trust is non-negotiable. Ethical leaders possess a strong moral purpose and an overriding sense of honesty. They lead by example at all times and act with conviction.

Ethical Leadership in a Covid World

These five principles have always been important. However, these principles must now carry particular weight as we seek to rebuild our educational communities following the Covid-19 lockdown and the on-going pandemic. British Psychological Society report quoted that “research following other community crises have highlighted the importance of clear, open and decisive leadership in building resilient communities”. The basic principles of good leadership, the report says, are: listen, learn and then act. Indeed, post-traumatic growth theory highlights the potential for positive growth and development as a consequence of trauma and challenging experiences. Having listened and learned, now is the time to act.

Many members of our school communities will have experienced difficulties being locked down and home-schooled and, worse, may have lost loved ones. Some staff and students may have had distressing experiences leading to safeguarding issues or mental health crises. Many will be concerned about the possibility of contracting the virus now they are back in school or may struggle to adapt to our new ways of working. On top of this, daily we are facing new and different challenges which were never encountered before by previous civilizations. Now more than ever then, school leaders need to adopt the principles of ethical leadership and act with strong moral purpose.

What Can We Do?

We can adopt ethical leadership behaviours such as leading by example, communicating moral values, making ethical decisions, and practising justice and respect. Ethical leaders have high expectations for their colleagues but, crucially, they hold themselves to the same standards. It is important, therefore, that school leaders lead by example in following the Covid rules and obeying the “new normal”; by talking openly about our concerns and putting people at ease about their worries.

Communicating Moral Values

Ethical leaders tend to be good communicators. They are comfortable speaking in public, leading meetings and writing communications that clearly articulate what they are trying to

convey. Good relationships between leaders and their teams are built on fairness, integrity, and trust. Ethical leaders are effective at building these relationships via communication. It is important, therefore, that we communicate clearly, concisely and often and keep everyone informed.

At the moment, clear communication with colleagues and with parents/carers is the key. The situation is fast-changing, and everyone needs to know and understand what is expected of them and why. Schools must try to set out clearly and concisely what is expected of everyone and why these expectations are consistent with the school's values and principles.

Making Ethical Decisions

Ethical leaders assess each decision before implementing it in order to make sure that the decision accords with their vision and mission, and values and principles. They only initiate such decisions if the ethical criteria are met. We should, therefore, ensure that we consult with as broad a range of stakeholders as possible before making decisions that affect people's work and lives, and then act in the best interests of our students, staff and communities. Sometimes this means being bold and brave and ignoring others advice in favour of doing what is right for our context.

When we communicate our decisions, we should explicitly link them to our values so that parents know we are acting in good faith and in accordance with our long-held principles.

Practicing Justice and Respect

An ethical leader should always behave with fairness and respect for others. They do not play favourites. Ethical leaders demonstrate respect for others by listening attentively, being compassionate, considering opposing viewpoints fairly, and valuing their contributions equally.

We should, therefore, be patient and understanding, now more than ever because staff and pupils will be anxious and perhaps scared, and we should listen to colleagues' concerns and fears, and not be dismissive. We need to put our staff first, all our staff not just teachers. We must treat all staff fairly and with compassion and give them the time and reward they so truly deserve.

Being Observant and Focussed

To quote Stephen Covey, we need to focus on “keeping the main thing the main thing”. We should not-burden staff or expect too much too soon. We should stop doing anything that is not essential and remove as many blocks and barriers as we can in order to allow colleagues to concentrate on supporting pupils, both pastorally and academically. And finally, we should be compassionate...

Be Compassionate

Ethical school leaders routinely recognise and reward success. For ethical leaders, celebrating other pupils' achievements is an everyday part of what they do rather than an afterthought or rarity. Ethical leaders also give quality time to people, have an open-door policy which does not mean being available 24-hours-a-day, but rather being able to meet with staff as soon as possible and listening and responding to what they have to say.

Ethical leaders are protective of their staff, showing empathy, respecting people's privacy, remembering birthdays, and granting personal leave when staff has important or urgent personal matters to attend to such as family funerals. They also set as their default position a genuine belief that everybody wishes to do well and will try their best, rather than assuming the worst of people. Kindness and gratitude are, I think, needed now more than ever.

CONCLUSION

The foundation for ethical leadership in education begins with an educator's earliest education experiences as a child and is nurtured throughout their training. They benefited from seeing firsthand how a person's underlying sense of fairness, honesty and empathy is exhibited in their decisions and actions. As such, the cycle of ethical education never ends. According to Rowe & Guerrero (2012) “ethics is in the heart of leadership at school”. Hence, it can be concluded that leaders with ethical behavior skills tend to inspire their followers since leaders are observed closely for both positive and negative traits and are modelled for positive ones like honesty and transparency. Organizations can survive in dynamic world of business when their leaders themselves take the responsibility of being ethical in their practices to influence their followers. The ethical leadership behaviors can contribute to positive employee outcomes like commitment of teachers which can lead to achievement of school and educational goals. According to Rowe & Guerrero (2012) “ethics is in the heart of leadership at school”.

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ACADEMIC ACHIEVEMENT OF STUDENTS IN MATHEMATICS IN RELATION TO THEIR SOCIO-ECONOMIC BACKGROUND AND STUDY HABITS: A REVIEW

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ABSTRACT

The academic achievement of students has long been a matter of concern for academicians, parents, teachers, curriculum developers and policy makers. The school performance of the students does not depend on mental and physical factor alone rather depend on so many other factors too. Socio-economic status, use of computer and multi-media, study habits, personal variables like gender, religion, participation in school activities, subject chosen, interest, language, various institutional factors etc are the factors which also affects the academic achievement of students. These factors are of great theoretical and practical importance in developing curriculum and planning educational programmes or activities to suit the needs of the diverse students. By knowing these factors well in advance, the academic achievement of the students may be improved. As Mathematics is one of the important school subjects and interrelated with the other school's subject so, the academic achievement of mathematics is of great concern for all. Keeping the importance of academic achievement of Mathematics in mind, it is essential to find out the various variables and its impact on it. Therefore, the present study makes a humble attempt to find out the effects of socio-economic background or status and study habits on academic achievement of students in Mathematics.

Keywords: Academic Achievement, Socio-economic Status, Study Habits, Predictors.

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INTRODUCTION

We live in a country of science and technology. It has touched almost every walk of life whether rural or urban. All the researches and innovations are based on it. In this condition mathematics has an important role to play. Science and technology are highly interrelated to mathematics. We cannot do any researches without using mathematics. Even in day-to-day life mathematics has an important role to play. Therefore, mathematical thinking needs to be inculcated in the learners especially among the adolescents' learners in order to make them capable to compete this rapidly changing world.

In order to find whether the objectives of mathematics have been achieved or not assessment should be done. It may be done using different tools and there may be a variety of options for the teachers as well as learners to assess the learning outcomes. One can also assess the learning outcomes of mathematics to a certain extent by knowing the academic achievement of the learners in that particular subject. Achievement test is one of the important tools to find out the level of learning and also to know whether the objectives have been achieved or not.

Academic achievement is one of the significant ways to assess the students particularly in the present socio-economic and cultural context. Achievement is gauged in all the three domains of learning cognitive, affective and psychomotor. In general terms achievement refers to the performance outcomes that indicate the extent to which predetermined specific goals have been accomplished. To maximize the achievement within a given set up is therefore the goal of every educationist whether a teacher or and educational administrator.

The reason for much researches on academic achievement is primarily because it has been noted that adult success in terms of occupation and income greatly depends on educational attainment. It is also believed that student's achievement is directly linked with the goal of schools. The major task of schools to make students knowledgeable and skilled so as to make them self-reliant and survive in this dynamic world. In addition to this it is also considered that academic achievement can result in a better quality of life for students as they enter adulthood.

Even though enhanced academic achievement may not be directly linked to the attainment of a more equitable society (Jencks et al. 1972), it is possible that it may ultimately result in pressures for a more equitable, occupational and income structure as those with requisite skills and knowledge are increasingly denied positions for which they are qualified. Increased educational attainment of women is necessary as there are many sectors which lack in equal representation of gender.

NEED OF THE STUDY

NEP 2020 that was passed by the parliament on 29th July 2020 states that the primary purpose of assessment will be for learning. The quality and quantity of learning attained by an individual in a subject of study after a period of instruction is gauged through academic achievement. Assessing and forecasting academic achievement of students is always a matter of great importance in education. Academic achievement is not only important for promoting

the students to the next level rather for predicting their future success. Educationists, researchers and guidance workers always search for an instrument which is useful in predicting academic achievement. Such an instrument is useful for identifying the students, who if provided with required help and guidance can be developed to the maximum extent. Many attempts have been made in this direction using achievement test scores as outcome variable and other intellectual factors as predictors of academic success but were found to be of limited use. There is a growing need that the factors like sociological, environmental, cognitive and non-cognitive must be assessed in detail in order to reduce the error in the prediction of academic achievement of the learners. Socio economic status is a home related factor whereas study habits are also somehow associated with the home environment. NEP 2020 also recognises home environment and parent's contribution important for achieving the desired learning outcome for the learners as well as for achieving their holistic development.

Academic Achievement

Achievement is the academic success of the students at the end of the programme of study or the proficiency they really demonstrate in the academic topics in which they have been instructed. Achievement is basically the accomplishment or acquired competence in a person's performance with regard to a specific knowledge or talent. The term has been defined by different people in various ways.

According to Stagner (1962), achievement defined as, "a degree of proficiency or progress made by pupils in the mastery of school subjects." As per Crow and Crow (1969), "achievement refers to the extent to which a learner gets profit from instructions in a given area of learning i.e., achievement is reflected by the extent to which knowledge or skill has been acquired by a person from the training imparted to him."

A student's achievement score is a predictor of future success of the individual. Thus, we can say that academic achievement refers to the degree of proficiency attained in academic work or as formally gained knowledge in academic areas, which is assessed through the students' exam scores. It demonstrates the degree of academic achievement in the different subjects taught in educational institutions. It also shows how much and how well one has learned a subject after a period of instruction.

Academic achievement is, in general, referred as the degree or level of success or proficiency attained in some specific area, concerning scholastic or academic work. Achievement test is one of the commonest means to measure the academic achievement of students.

According to Christian (1980) the word performance generally indicates the learning outcomes of the students. As a result of learning through different subjects, learning outcome changes the behaviour pattern of the students. Learning affects three major areas of students:

- Cognitive
- Affective and
- Psychomotor

According to him learning does not reach the same level in all the three domains at a time, students may be at higher or lower level in any domain. Cognitive area is primarily concerned with the intellectual growth of the individual. Growth in the area includes the acquisition of basic intellectual skills, such as reading, ability to add and subtract as well as learning of facts, concepts and generalizations.

Bloom (1956) assumed that in thinking about a problem a hierarchy of cognitive process involved. A teacher follows this hierarchal order while teaching. This classification of objectives is known as taxonomy of educational objectives or Bloom's taxonomy of objectives. The taxonomy of educational objectives in the cognitive domain contains six major classes: knowledge, comprehension, application, analysis, synthesis and evaluation.

Affective area is related to interest, emotions and attitude of students. It deals with listening others, responding through verbal or non-verbal medium, to give importance or recognising, conceptualising, organising and then integrating and demonstrating the learned concept in their behaviour. The classes in this domain are:

- Receiving
- Responding
- Valuing
- Conceptualization
- Organization
- Characterization

Psychomotor domain is concerned with various types of skills, which are related to hand. It is concerned with the development of muscular skill and coordination. Simpson in 1969 related it to behavioural works and exercise. This domain includes six objectives:

- Perception
- Set
- Guided response
- Mechanism
- Complex overt
- Response

According to Simpson, the learning in psychomotor involves the following process:

- Impulsion
- Manipulation
- Control
- Co-ordination
- Naturalization
- Habit formation

The academic achievement is emphasized and is of much importance in the present socio-economic and cultural context. In schools, great emphasis is given on achievement right from the beginning of the schooling years of the students. The educational system or pattern which school follows is largely based on achievement and performance than quality and ascription. The school selects or differentiates the students on the basis of their scholastic attainments and opens the avenues of advancements primarily in terms of achievements. So, it is necessary to explain and elucidate the factors responsible for bringing out academic achievement especially in mathematics as this subject is highly interrelated with other school subjects and important for the development for individual as well as nation.

Socio -economic Status as a Correlate to Academic Achievement

From a long time, the researchers have been actively engaged in finding out the ways to improve academic excellence. It has been revealed through survey that the whole structure of formal education is standing upon the contribution of parents and family of the students. The process of education has strengthened with the obtained contribution from parents and family and process of education has gone erratic where this contribution is missing.

Indian society is stratified on different basis whether it is education, power, money, class caste religion, region etc. Thus, it is natural for the researcher to investigate and find out the extent to which such a class distinction in the society is influencing the scholastic achievement of the students. Socio-economic status which has viewed in terms of home conditions, father's education, mother's education, parental income, resources in the family, type of family etc has been an important predictor to academic achievement since long as has been pointed out by many researchers.

Satyanandam (1969) considered two aspects of socio-economic status namely parent's education and economic status to find out that children belonging to different strata's of upper, middle and lower economic classes differed significantly from each other in respect of academic achievement. Chatterjee et al (1978) found parent's income, education and family size to be important predictor to achievement.

Shukla (1984), Mehrotra (1986), Mishra (1986) found a positive relationship between socio-economic status and academic achievement of the students. In the study conducted at the CIIL Srivastava and Ramaswamy (1986) found that the effect of Socio- economic status on academic in mathematics and social studies was significant. According to Sharma (1984) adolescents of high socio- economic status possessed high scholastic achievement. As per Sontakey (1986), the high achievers had a high socio -economic status and they belong from highly educated families. Trivedi (1987) found that students belonging to upper socio-economic status groups showed better academic achievement than students belonging to lower socio-economic status groups. Rajput (1984) established that socio economic status of the students affected their achievement in mathematics. Though there is no difference in the high and average socio- economic groups but high and low socio- economic groups did differ significantly on achievement in mathematics. As per the study of Das (1975) conducted in West Bengal, the socio- economic status was one of the primary factors responsible for low achievement in general science.

Gopalacharyulu (1984) conducted the study on the relationship between certain psychosociological factors and achievement of student teachers in teacher training institutes of Andhra Pradesh and showed that socio- economic- status and caste influenced the total achievement as well as achievement in theory and practical separately of the student teachers. Parida and Sucharita (2003) also concluded that there exists significant difference between

the socio economic status and academic achievement of students. This indicated that the level of achievement is different due to high and low socio- economic status group of students.

Study Habits as a Correlate to Academic Achievement

The academic achievement of the students depends on many factors other than low intellectual capacity. One of the factors which affects the academic performance of even the bright students is the poor study habits. Study habits are the behaviour of an individual related to studies. Learners' individual ways of exercising and practicing their abilities for learning during their studies are termed as study habits of the learners. It is the pattern of behaviour adopted by the learners in the pursuit of their studies.

Learner's learning character is characterized by his study habits. Study habits reveals student's personality. Study habits redirects and accelerates learning. Study habits may be seen as both means and ends of learning. Ramamurti's (1993) study reveals that the individual's academic achievement affected in the absence of good study habits while they had good intelligence and personality. So, if the study habits are not reached to the optimum level, then it affects the student's learning outcomes.

To achieve the goals of education, it is important to develop good study habits in the learners as it helps in achieving the learning outcomes. It does not only help the learners achieve academically rather develop them holistically. It helps to develop good behaviour pattern by enhancing the skill of time management, reading, writing, listening, organising, taking care of personal health etc. Study habits are the key factors in learning. Study habits draw out and guide one's cognitive, affective and psychomotor process during learning. Study habits are behaviour in action which a person does while involving in the learning process.

As per Apps (1982), Reed (1996), Rooney and Lipume (1992) sound and persistent study habits reduce test anxiety, enhance student's ability, improve his performance and develop confidence in him. A student who has formed effective study habits will have a behaviour pattern that allows him to sit down and start working on their project with the least amount of distraction. Individual study habits are crucial in influencing a student's academic success. The study habits of the most successful students and those of bright and average students were found to differ statistically (Samual and Rao, 1967; Aggarwal and Saini, 1969) Good (1973) defined the term study habits as "The student's way of study whether systematic, efficient or inefficient etc."

According to Patel (1976) study habits include:

- Home environment and planning of work
- Reading and note taking
- Planning of subjects
- Habits of concentration
- Preparation for examination
- General habits and attitudes
- School environment

Bakare (1979) emphasised that student's study habits and academic performance are intertwined since reading for information and facts is a key component of academic achievement. Study behaviour has been shown to be good predictor of academic performance (Wilhite, 1990; Owolabi, 1996; Salami, 2004). According to Bojuwoye (1993), understanding how to study is one of the key areas in which students require preparation in order to perform better. One of the most frequent academic issues among secondary school students is a lack of productive study habits.

Adegbile (2000) argued in his study that secondary school students reading habits should be properly developed regardless of sex, subject or socio-economic status. Shinde (2001) observed that imparting study skill training may enhance the scholastic achievement of students.

According to Simmons (2002), study habits help the students to attain high level of analytical skills, capability to perform critical reasoning, self-reflection and conceptual grasp and ability to learn automatically and exercise good flexibility of mind.

Fielde (2004) states that good study habits assist the students in critical reflection in skills outcome such as selecting, analysing, criticising and synthesizing of information. Sadia (2005) states that effective study habits help students to achieve good results. A proper study habit enables an individual to reap a good harvest in future. A substantial body of research literature demonstrates that students' academic performance is significantly influenced by their study habits and attitudes (Boehler et al, 2001; Riaz et al, 2002; Hussain, 2006; Crede and Kuncel, 2010 and Ogunyemi and Hassan, 2011).

As a result, it is believed that in order to increase students 'academic achievement, it is vital to improve their study habits and attitudes. Poor performance of students in school have been traced to poor study habits (Bradon, 1996; Olatoye and Ogunkola,2008; Olatoye,2009).

There are different perspectives on how study habits affect students' achievements and different factors that influence study habits, including the following:

- Educational performance of students is positively correlated with their study habits
- There is a very low correlation between intelligence and study habits
- Study habits of boys and girls differ; and
- Social position and family correlates such as birth order and family size have no significant values in predicting the study habits.

CONCLUSION

It is very unfortunate that we consider school to be an isolate entity. We put all the responsibility regarding the development of the children especially scholastic achievement of the children on schools but forget about the contribution of family towards it. Family or the related aspect like socio- economic background has its own part to play. The child does not gain knowledge only through the formal setting of school rather also acquire knowledge, skill and values through the environment family, neighbourhood, peers etc in order to achieve scholastically. So, family is one of the important factors that is responsible for the academic achievement of the children. Therefore, much emphasis has been provided for a long time to study the variable namely socio- economic status of family of which child belong in order to predict the influence that it exerts on the academic achievement of the child. Many researchers have found that there is a significant difference between the academic achievements of the students in mathematics between the high and low socio-economic status groups.

Sometimes poor economic condition, occupation and education of parents, family size etc. prevent the learners to develop their basic and natural potential. The disadvantages are not in the individual rather in their socio- economic condition. Their condition doesn't provide conducive environment for the learning. Hence, it results in developing poor study habits. Most of the researchers agreed that poor study habits result in poor academic achievement. By knowing the factors responsible for developing poor study habits well in advance parents

and teachers may help the learners to minimize the effects of these factors and hence develop good study habits in the learners. It is hoped that the contents of this paper has presented the topic under consideration in right light and the educationists can take something out of it to better the variables under discussion

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बदलते परिदृश्य में मूल्य शिक्षा-मुद्दे और चुनौतियाँ

सपना रानी *

सारांश

मूल्यों का मानव जीवन से गहरा संबंध है। मूल्यों को उन चीजों के रूप में परिभाषित किया जा सकता है जो किसी के द्वारा मूल्यवान हैं। दूसरे शब्दों में, मूल्य वे हैं जो किसी व्यक्ति या संगठन द्वारा 'महत्वपूर्ण' माने जाते हैं। उदाहरणों में साहस, ईमानदारी, स्वतंत्रता, नवीनता आदि शामिल हैं लेकिन आज के समाज में यह देखा गया है कि मूल्य धीरे-धीरे संकट में हैं।

मूल्य शिक्षा हमारी शिक्षा प्रणाली का एक अनिवार्य पहलू है जो छात्रों में नैतिक मूल्यों को स्थापित करता है। तेजी से बदलते परिदृश्य में, मूल्य शिक्षा का महत्व और भी अधिक महत्वपूर्ण हो गया है, क्योंकि यह छात्रों को जटिल और हमेशा विकसित होने वाले सामाजिक और आर्थिक परिदृश्य को संचालित करने में मदद कर सकता है। हालाँकि, वर्तमान परिदृश्य में मूल्य शिक्षा का मुद्दा चुनौतियों से भरा है। सबसे पहले, मूल्यों की परिभाषा तेजी से व्यक्तिपरक हो गई है, और जो एक व्यक्ति द्वारा मूल्यवान माना जाता है वह दूसरे के लिए समान नहीं हो सकता है। दूसरे, पाठ्यचर्या में मूल्य शिक्षा पर जोर न देने के परिणामस्वरूप ऐसे छात्रों की एक पीढ़ी पैदा हुई है जो अकादमिक रूप से कुशल हैं लेकिन सहानुभूति और करुणा की कमी है। एक और चुनौती स्कूलों और कॉलेजों में पढ़ाए जाने वाले मूल्यों और वास्तविक जीवन में इन मूल्यों के व्यावहारिक अनुप्रयोग के बीच का संबंध है। छात्र अक्सर कक्षाओं में पढ़ाए जाने वाले अमूर्त अवधारणाओं से संबंधित होने में असमर्थ होते हैं, और परिणामस्वरूप, पढ़ाए जा रहे मूल्यों को आत्मसात नहीं कर पाते हैं।

इसके अतिरिक्त, छात्रों को मूल्य शिक्षा प्रदान करने वाले प्रशिक्षित शिक्षकों की कमी एक और बड़ी चुनौती है। शिक्षकों को न केवल मूल्य शिक्षा के सैद्धांतिक पहलुओं में बल्कि इन मूल्यों को प्रभावी ढंग से पढ़ाने के व्यावहारिक तरीकों में भी प्रशिक्षित करने की आवश्यकता है।

विविध पृष्ठभूमि और संस्कृतियों के छात्रों में मूल्यों को स्थापित करने की चुनौती एक और मुद्दा है। भारत जैसे विविधतापूर्ण देश में, जहाँ विभिन्न सांस्कृतिक और धार्मिक मान्यताएं हैं, मूल्यों का एक सामान्य समूह खोजना चुनौतीपूर्ण है जिसे सार्वभौमिक रूप से स्वीकार किया जा सके।

कुंजीशब्द: मूल्य शिक्षा, शिक्षक, समाज, शैक्षिक उपयोगिता

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भूमिका:

"गुरुब्रह्मा, गुरुविष्णु, गुरुदेवो श्री महेश्वर

गुरुसाक्षात् परम ब्रह्म तस्मै श्री गुरुवाङ्मनः।"

गुरुराजा (1978) के अनुसंधान में पाया कि "नैतिक मूल्यों का ज्ञान, अभिप्राय पूर्णता से प्रभावित होता है।"

मूल्य शिक्षा किसी भी शिक्षा प्रणाली का एक अभिन्न अंग है। इसमें छात्रों को नैतिक मूल्य प्रदान करना शामिल है, जो उन्हें समाज के जिम्मेदार और उपयोगी सदस्य बनने में मदद करते हैं। दुनिया के बदलते परिदृश्य ने शिक्षा को महत्व देने के लिए नई चुनौतियाँ और मुद्दे पेश किए हैं।

मूल्य शिक्षा एक व्यक्ति के चरित्र, व्यक्तित्व और व्यवहार को विकसित करने की प्रक्रिया है ताकि उन्हें जिम्मेदार नागरिक बनाया जा सके और समाज में सकारात्मक योगदान दिया जा सके। यह शिक्षा का एक अनिवार्य पहलू है जो शैक्षणिक पाठ्यक्रम से परे जाता है और व्यक्तियों के नैतिक और नैतिक विकास पर ध्यान केंद्रित करता है। मूल्य शिक्षा का उद्देश्य छात्रों में ईमानदारी, सम्मान, करुणा, जिम्मेदारी, सहानुभूति और अखंडता जैसे मूल्यों के महत्व को स्थापित करना है। इस प्रकार, की शिक्षा व्यक्तियों को आत्म-जागरूकता, सामाजिक जागरूकता और जिम्मेदार निर्णय लेने के कौशल की एक मजबूत भावना विकसित करने में मदद करती है।

मूल्य शिक्षा भी जीवन के प्रति एक सकारात्मक दृष्टिकोण पैदा करने में मदद करती है और व्यक्तियों को एक सार्थक और पूर्ण अस्तित्व का पीछा करने के लिए प्रोत्साहित करती है। यह छात्रों को विविध संस्कृतियों और विश्वासों को समझने और उनकी सराहना करने में मदद करता है, जिससे दूसरों के प्रति अधिक स्वीकृति और सहिष्णुता पैदा होती है।

आज की तेज गति वाली दुनिया में, जहां सहानुभूति और करुणा की कमी है, मूल्य शिक्षा पहले से कहीं अधिक महत्वपूर्ण हो गई है। जिम्मेदार और सामाजिक रूप से जागरूक व्यक्तियों की एक पीढ़ी तैयार करना आवश्यक है जो दुनिया में सकारात्मक बदलाव ला सके। इसलिए, मूल्य शिक्षा शिक्षा प्रणाली का एक अभिन्न अंग होना चाहिए ताकि यह सुनिश्चित किया जा सके कि छात्र न केवल अकादमिक रूप से कुशल हैं बल्कि नैतिक रूप से जिम्मेदार नागरिक भी हैं।

मूल्य शिक्षा:

मूल्य और शिक्षा परस्पर जुड़े हुए हैं। स्कूल में कम उम्र से ही मूल्यों को सिखाया और सीखा जाता है। मूल्य शिक्षा व्यक्तियों में नैतिकता, सामाजिक जिम्मेदारी और दूसरों के लिए सम्मान की भावना विकसित करने में मदद करने की प्रक्रिया है। मूल्य शिक्षा का लक्ष्य व्यक्तिगत और सामाजिक विकास को बढ़ाने वाले सकारात्मक दृष्टिकोण, व्यवहार और सद्गुणों को बढ़ावा देना है। मूल्य शिक्षा ईमानदारी, अखंडता, सहानुभूति, सम्मान, जिम्मेदारी, करुणा, सहिष्णुता और सहयोग जैसे मूल्यों की एक विस्तृत श्रृंखला पर केंद्रित है। इसका उद्देश्य एक ऐसा नैतिक ढांचा विकसित करना है जो व्यक्तियों को उनके व्यक्तिगत और व्यावसायिक जीवन में मार्गदर्शन कर सके।

मूल्य शिक्षा को स्कूलों, कॉलेजों और विश्वविद्यालयों सहित विभिन्न शैक्षिक पर्यावरण में शामिल किया जा सकता है। इसे कहानी सुनाने, समूह चर्चा, भूमिका निभाने और अनुभवात्मक शिक्षा जैसे विभिन्न माध्यमों से भी दिया जा सकता है।

मूल्य शिक्षा एक ऐसे समाज के निर्माण के लिए आवश्यक है जो मजबूत मूल्यों और नैतिकता पर आधारित हो, और यह व्यक्तियों के चरित्र और व्यवहार को आकार देने में महत्वपूर्ण भूमिका निभाता है।

मूल्यों के प्रकार:

	मूल्यों को वर्गीकृत-	उदाहरण-
1.	व्यक्तिगत मूल्य	महत्वाकांक्षा, स्वच्छता, अनुशासन
2.	पारिवारिक मूल्य	एक पीढ़ी से दूसरी पीढ़ी को देना
3.	सामाजिक मूल्य -	शिष्टाचार, दान, नागरिक कर्तव्य
4.	नैतिक मूल्य	मानव आचरण, न्याय, मानवीय गरिमा
5.	सांस्कृतिक मूल्य	आतिथ्य सत्कार, सामाजिक व्यवस्था, सहिष्णुता
6.	आंतरिक मूल्य	अच्छाई, सुंदरता, खुशी, आनंद
7.	लोकतांत्रिक मूल्य	व्यक्तित्व के लिए सम्मान, सभी के लिए समान व्यवहार, सभी के लिए समान सामाजिक, राजनीतिक और धार्मिक अधिकार सुनिश्चित करना, निष्पक्षता और सामाजिक न्याय

मूल्य शिक्षा का महत्व:

मूल्य शिक्षा व्यक्ति के व्यक्तित्व को आकार देने में महत्वपूर्ण भूमिका निभाती है। यह छात्रों में नैतिक और नैतिक मूल्यों को विकसित करने में मदद करता है, जो उन्हें एक सफल जीवन जीने में मदद करता है। विश्व के बदलते परिदृश्य में मूल्य शिक्षा का महत्व कई गुना बढ़ गया है। बढ़ते वैश्वीकरण और तकनीकी प्रगति के साथ, छात्रों को दुनिया की जटिलताओं से निपटने में मदद करने के लिए मूल्य शिक्षा प्रदान करना आवश्यक हो गया है।

मूल्य शिक्षा छात्रों में जिम्मेदारी और जवाबदेही की भावना पैदा करने में मदद करती है। यह उन्हें समाज और पर्यावरण के प्रति अपने कर्तव्यों और जिम्मेदारियों से अवगत कराता है। यह दूसरों के प्रति सहानुभूति और करुणा विकसित करने में भी मदद करता है, जो एक सामंजस्यपूर्ण समाज के लिए आवश्यक है।

मूल्य शिक्षा में मुद्दे और चुनौतियाँ:

मूल्य शिक्षा को दुनिया के बदलते परिदृश्य में विभिन्न चुनौतियों और मुद्दों का सामना करना पड़ रहा है। कुछ महत्वपूर्ण चुनौतियाँ:

- **प्रशिक्षित शिक्षकों की कमी:**

मूल्य शिक्षा के सामने आने वाली प्रमुख चुनौतियों में से एक प्रशिक्षित शिक्षकों की कमी है। कई शिक्षकों को छात्रों को मूल्य शिक्षा प्रदान करने के लिए पर्याप्त रूप से प्रशिक्षित नहीं किया जाता है। उनके पास नैतिक मूल्यों को प्रभावी ढंग से सिखाने के लिए आवश्यक ज्ञान और कौशल की कमी है। यह स्कूलों में मूल्य शिक्षा के अप्रभावी कार्यान्वयन की ओर जाता है।

- **परिवर्तन का विरोध:**

मूल्य शिक्षा के सामने एक और चुनौती परिवर्तन का प्रतिरोध है। कई माता-पिता और छात्र मूल्य शिक्षा के विचार के प्रति प्रतिरोधी हैं। वे इसे पाठ्यक्रम में एक अनावश्यक जोड़ के रूप में देखते हैं और दुनिया के बदलते परिदृश्य में इसके महत्व को नहीं देखते हैं।

- **मीडिया का प्रभाव:**

छात्रों पर मीडिया के प्रभाव ने भी मूल्य शिक्षा के लिए एक महत्वपूर्ण चुनौती पेश की है। मीडिया जीवन का एक अवास्तविक और विकृत दृष्टिकोण प्रस्तुत करता है, जो छात्रों के नैतिक और नैतिक विकास के लिए हानिकारक हो सकता है। कई छात्र मीडिया से प्रभावित होते हैं और टेलीविजन और सोशल मीडिया पर दिखाए जाने वाले व्यवहार की नकल करते हैं।

- **संसाधनों की कमी:**

मूल्य शिक्षा के सामने संसाधनों की कमी एक और महत्वपूर्ण चुनौती है। कई स्कूलों के पास प्रभावी ढंग से मूल्य शिक्षा प्रदान करने के लिए आवश्यक संसाधन नहीं हैं। उनके पास आवश्यक पुस्तकों, दृश्य-श्रव्य सहायक सामग्री और अन्य शिक्षण सामग्री का अभाव है, जो मूल्य शिक्षा के प्रभावी कार्यान्वयन के लिए आवश्यक हैं।

- **मूल्यों में विविधता:**

मूल्यों में विविधता मूल्य शिक्षा के सामने एक और चुनौती है। दुनिया तेजी से विविध होती जा रही है, और लोगों द्वारा आयोजित मूल्यों और विश्वासों की एक विस्तृत श्रृंखला है। ऐसी मूल्य शिक्षा प्रदान करना चुनौतीपूर्ण है जिसे हर कोई सार्वभौमिक रूप से स्वीकार करता है।

बदलती दुनिया में मूल्य शिक्षा:

- **मजबूत चरित्र का विकास:** मूल्य शिक्षा व्यक्तियों को एक मजबूत चरित्र विकसित करने में मदद करती है, जो जीवन के सभी पहलुओं में सफलता के लिए आवश्यक है।
- **सहानुभूति और करुणा का पोषण:** एक ऐसी दुनिया में जो तेजी से विभाजित हो रही है, मूल्य शिक्षा व्यक्तियों को दूसरों के लिए सहानुभूति और करुणा विकसित करने में मदद करती है।
- **समावेशिता को बढ़ावा देना:** मूल्य शिक्षा व्यक्तियों को विविधता की सराहना करने और मतभेदों का सम्मान करने में मदद करती है, जिससे एक अधिक समावेशी और सामंजस्यपूर्ण समाज बनता है।

- **महत्वपूर्ण सोच को बढ़ावा देना:** मूल्य शिक्षा व्यक्तियों को महत्वपूर्ण सोच कौशल को बढ़ावा देने, जानकारी पर सवाल उठाने और विश्लेषण करने के लिए प्रोत्साहित करती है।
- **जिम्मेदार नागरिकता पैदा करना:** मूल्य शिक्षा व्यक्तियों को जिम्मेदार नागरिक बनाना और समाज में सकारात्मक योगदान देना सिखाती है।
- **भविष्य की तैयारी:** तेजी से बदलती दुनिया में, मूल्य शिक्षा व्यक्तियों को नई चुनौतियों और अवसरों के अनुकूल होने के लिए आवश्यक कौशल और मानसिकता विकसित करने में मदद करती है।
- **नैतिक मूल्यों को मजबूत करना:** मूल्य शिक्षा व्यक्तियों को ईमानदारी, सत्यनिष्ठा और जवाबदेही जैसे नैतिक मूल्यों के महत्व को समझने में मदद करती है।
- **व्यक्तिगत विकास को बढ़ाना:** मूल्य शिक्षा व्यक्तियों को उनकी ताकत और कमजोरियों की पहचान करने और आत्म-सुधार की दिशा में काम करने में मदद करके व्यक्तिगत विकास का समर्थन करती है।
- **लचीलापन:** मूल्य शिक्षा व्यक्तियों को प्रतिकूल परिस्थितियों का सामना करने, लचीलापन और मानसिक दृढ़ता का निर्माण करना सिखाती है।
- **एक बेहतर दुनिया का निर्माण:** मूल्य शिक्षा जिम्मेदार, दयालु और नैतिक व्यक्तियों को आकार देकर एक बेहतर दुनिया बनाने में महत्वपूर्ण भूमिका निभाती है जो समाज पर सकारात्मक प्रभाव डालने के लिए प्रतिबद्ध हैं।

स्कूल में मूल्य शिक्षा का महत्व:

मूल्य शिक्षा छात्रों के चरित्र को विकसित करने और उन्हें जिम्मेदार नागरिक बनाने के लिए नैतिक मूल्यों को प्रदान करने की प्रक्रिया है। विद्यालयों में, मूल्य शिक्षा छात्रों के दृष्टिकोण, व्यवहार और विश्वास को आकार देने में महत्वपूर्ण भूमिका निभाती है। विद्यालयों में मूल्य शिक्षा क्यों महत्वपूर्ण है, इसके कुछ हैं:-

- **अच्छे चरित्र का विकास करता है -** मूल्य शिक्षा छात्रों में अच्छे चरित्र को विकसित करने में मदद करती है। यह उन्हें ईमानदारी, सम्मान, जिम्मेदारी, दया, करुणा और अन्य महत्वपूर्ण मूल्यों के महत्व को सिखाता है जो एक पूर्ण जीवन जीने के लिए आवश्यक हैं।
- **सामाजिक कौशल को बढ़ावा देता है:** मूल्य शिक्षा छात्रों को सहयोग, टीम वर्क और संचार जैसे सामाजिक कौशल का महत्व सिखाती है। ये कौशल समूहों में काम करने, संबंध बनाने और समाज में योगदान देने के लिए आवश्यक हैं।
- **महत्वपूर्ण सोच को बढ़ाता है:** मूल्य शिक्षा छात्रों को नैतिक और नैतिक मुद्दों के बारे में गंभीर रूप से सोचने के लिए प्रोत्साहित करती है। यह उनके तर्क कौशल को विकसित करने और उनके मूल्यों के आधार पर सूचित निर्णय लेने में मदद करता है।
- **सकारात्मक व्यवहार को प्रोत्साहित करता है:** मूल्य शिक्षा छात्रों में सकारात्मक व्यवहार को बढ़ावा देने में मदद करती है। यह उन्हें दूसरों के प्रति सम्मानजनक, जिम्मेदार और सहानुभूतिपूर्ण होने के लिए प्रोत्साहित करता है।

- **समग्र विकास में महत्वपूर्ण:** मूल्य शिक्षा छात्रों को प्रतिकूल परिस्थितियों से निपटने और लचीलापन विकसित करने के तरीके सिखाती है। यह उन्हें चुनौतियों का सामना करने और जीवन में बाधाओं को दूर करने में मदद करता है। कुल मिलाकर, मूल्य शिक्षा छात्रों के समग्र विकास में महत्वपूर्ण भूमिका निभाती है। यह उन्हें जिम्मेदार, नैतिक और दयालु व्यक्ति बनने में मदद करता है जो समाज में सकारात्मक योगदान दे सकते हैं।

पाठ्यक्रम के माध्यम से मूल्य शिक्षा :

- **पाठ्यक्रम में नैतिक मूल्यों को शामिल करना:** पाठ्यक्रम में नैतिक मूल्यों पर चर्चा और विषय शामिल होने चाहिए जो छात्रों को ईमानदारी, अखंडता, जिम्मेदारी, सहानुभूति और विविधता के लिए सम्मान जैसे मूल्यों को समझने और अभ्यास करने में मदद कर सकते हैं।
- **अनुभवात्मक अधिगम:** पाठ्यक्रम को इस तरह से डिज़ाइन किया जाना चाहिए कि छात्र वास्तविक जीवन के अनुभवों के माध्यम से सीख सकें, जो उन्हें मूल्यों के व्यावहारिक अनुप्रयोग को समझने में मदद कर सकें।
- **उदाहरणों के माध्यम से शिक्षण:** शिक्षकों को उदाहरणों के माध्यम से पढ़ाने के लिए प्रशिक्षित किया जाना चाहिए, क्योंकि यह छात्रों को मूल्यों के महत्व को समझने में मदद कर सकता है और दैनिक जीवन में उनका अभ्यास कैसे किया जा सकता है।
- **चर्चाओं को प्रोत्साहित करना:** पाठ्यक्रम को मूल्यों पर चर्चाओं और बहसों को प्रोत्साहित करना चाहिए, जो छात्रों को अपनी राय व्यक्त करने और महत्वपूर्ण सोच कौशल विकसित करने में मदद कर सकते हैं।
- **रोल प्ले और सिमुलेशन:** रोल प्ले और सिमुलेशन का उपयोग छात्रों को उनके कार्यों के परिणामों को समझने में मदद कर सकता है और उन्हें अपने मूल्यों और विश्वासों के प्रति अधिक जागरूक बना सकता है।
- **सामुदायिक सेवा परियोजनाएँ:** पाठ्यक्रम में सामुदायिक सेवा परियोजनाएँ शामिल हो सकती हैं, जो छात्रों को दूसरों के लिए सामाजिक जिम्मेदारी और करुणा की भावना विकसित करने में मदद कर सकती हैं।
- **अंतःविषय दृष्टिकोण:** मूल्य शिक्षा को विज्ञान, सामाजिक अध्ययन और साहित्य जैसे विभिन्न विषयों में एकीकृत किया जा सकता है, जो छात्रों को विभिन्न संदर्भों में मूल्यों को समझने में मदद कर सकता है।
- **माता-पिता की भागीदारी:** पाठ्यक्रम को सीखने की प्रक्रिया में माता-पिता की भागीदारी को प्रोत्साहित करना चाहिए, क्योंकि यह छात्रों को घर पर अपने मूल्यों और विश्वासों को सुदृढ़ करने में मदद कर सकता है।

मूल्य शिक्षा में शिक्षक की भूमिका:

माता-पिता के बाद गुरु का को ही सबसे ऊपर माना गया है। गुरु अर्थात् शिक्षक उस कुम्हार के समान है जो मिट्टी रूपी विद्यार्थी को एक बरतन का आकार देकर एक योग्य व उपयोगी पात्र बना देता है। गुरु किसी भी छात्र को ऐसी शिक्षा देकर एक बेहतर मनुष्य बना देता है। एक शिक्षक ही विद्यार्थी को समाज के प्रति उसके उत्तरदायित्वों से रुबरु कराता है। एक शिक्षक का सबसे मुख्य काम यह है कि वह अपने विद्यार्थी को वर्तमान और भविष्य को ध्यान में रखकर शिक्षा दे। शिक्षा में परंपरा और नवीनता का मिश्रण होना चाहिये। वो विद्यार्थी को केवल किताबी ज्ञान तक ही सीमित न रखे बल्कि उसे जीवन के व्यवहारिक ज्ञान की भी शिक्षा दे। विद्यार्थी तो एक गीली मिट्टी से समान होता है शिक्षक उसे जैसा ढालेगा वैसा ढल जायेगा। यहाँ पर शिक्षक की भूमिका अत्यन्त महत्वपूर्ण हो जाती है। नैतिक मूल्यों की जो शिक्षा वो विद्यार्थी को देगा उसका प्रभाव विद्यार्थी पर जीवन पर्यंत बना रहेगा। यहीं से उसके चरित्र निर्माण की प्रक्रिया आरंभ होगी। अतः नैतिक मूल्यों के उत्थान में शिक्षक की भूमिका अत्यन्त महत्वपूर्ण है।

"भारत में मूल्य शिक्षा"

भारत में मूल्य शिक्षा उस शिक्षा प्रणाली को संदर्भित करती है जिसका उद्देश्य अकादमिक ज्ञान के अलावा छात्रों के मूल्यों और नैतिकता को विकसित करना है। यह सीखने का एक व्यापक दृष्टिकोण है जो चरित्र निर्माण, सामाजिक जिम्मेदारी को बढ़ावा देने और महत्वपूर्ण सोच कौशल विकसित करने पर केंद्रित है। भारत में, मूल्य शिक्षा को शिक्षा प्रणाली का एक अनिवार्य घटक माना जाता है, और इसे अक्सर पाठ्यक्रम में एकीकृत किया जाता है। इसका उद्देश्य ईमानदारी, सम्मान, जिम्मेदारी, सहानुभूति, करुणा और सहिष्णुता जैसे नैतिक और नैतिक मूल्यों को बढ़ावा देना है। मूल्य शिक्षा विभिन्न माध्यमों के माध्यम से प्रदान की जाती है, जिसमें कक्षा शिक्षण, पाठ्येतर गतिविधियाँ, सेमिनार और कार्यशालाएँ शामिल हैं। यह माना जाता है कि एक छात्र के जीवन के प्रारंभिक वर्षों के दौरान सीखे गए नैतिक मूल्य भविष्य में उनके व्यक्तित्व और चरित्र को आकार देंगे।

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (NCERT) ने भारत में मूल्य शिक्षा के लिए एक रूपरेखा विकसित की है, जिसमें निम्नलिखित घटक शामिल हैं:

- स्व जागरूकता
- भावनात्मक रूप से अच्छा
- आध्यात्मिक कल्याण
- सामाजिक जागरूकता
- नागरिक बोध
- नैतिकता और मूल्य
- जीवन कौशल

भारत सरकार ने भी स्कूलों और विश्वविद्यालयों में मूल्य शिक्षा को बढ़ावा देने के लिए विभिन्न पहलें शुरू की हैं। उदाहरण के लिए, 'सर्व शिक्षा अभियान' और 'राष्ट्रीय माध्यमिक शिक्षा अभियान' ऐसी सरकारी योजनाएँ हैं जिनका उद्देश्य मूल्य शिक्षा को बढ़ावा देने पर ध्यान देने के साथ देश के सभी बच्चों को शिक्षा प्रदान करना

है। मूल्य शिक्षा भारतीय शिक्षा प्रणाली का एक अभिन्न अंग है, जिसका उद्देश्य छात्रों के समग्र विकास को बढ़ावा देना और एक जिम्मेदार और नैतिक समाज का निर्माण करना है।

नई शिक्षा नीति 2020 में मूल्य शिक्षा का महत्व:

नई शिक्षा नीति 2020 छात्रों के समग्र विकास को आकार देने में मूल्य शिक्षा के महत्व को पहचानती है। नीति प्राथमिक से लेकर उच्च शिक्षा तक, शिक्षा के सभी स्तरों पर मूल्य शिक्षा को एकीकृत करने की आवश्यकता पर जोर देती है।

मूल्य शिक्षा छात्रों के बीच नैतिक, नैतिक और सामाजिक मूल्यों के विकास को बढ़ावा देने में महत्वपूर्ण भूमिका निभाती है। यह उन्हें समाज और पर्यावरण के प्रति जिम्मेदारी की भावना पैदा करने, दूसरों के प्रति सहानुभूति विकसित करने और जीवन के प्रति सकारात्मक दृष्टिकोण पैदा करने में मदद करता है। मूल्य शिक्षा महत्वपूर्ण सोच, समस्या समाधान और निर्णय लेने के कौशल को भी बढ़ावा देती है, जो व्यक्तिगत और व्यावसायिक विकास के लिए आवश्यक हैं।

नई शिक्षा नीति 2020 में बहु-विषयक तरीके से मूल्य शिक्षा को पाठ्यक्रम में शामिल करने का प्रस्ताव है। इस नीति का उद्देश्य सीखने का ऐसा माहौल बनाना है जो छात्रों को अपने स्वयं के मूल्यों, विश्वासों और दृष्टिकोणों पर प्रतिबिंबित करने और सामाजिक जिम्मेदारी की भावना विकसित करने के लिए प्रोत्साहित करे। नीति शिक्षकों को मूल्य शिक्षा में प्रशिक्षित करने और उन्हें अपने शिक्षण में एकीकृत करने के लिए आवश्यक संसाधन प्रदान करने की आवश्यकता पर भी जोर देती है।

कुल मिलाकर, नई शिक्षा नीति 2020 छात्रों के समग्र विकास को आकार देने में मूल्य शिक्षा की महत्वपूर्ण भूमिका को पहचानती है और इसे व्यापक तरीके से पाठ्यक्रम में एकीकृत करने का लक्ष्य रखती है।

21 वीं सदी में मूल्य शिक्षा का महत्व और आवश्यकता:

मूल्य शिक्षा को एक अलग अनुशासन के रूप में नहीं देखा जाना चाहिए, लेकिन शिक्षा प्रणाली के अंदर शामिल होना चाहिए। केवल समस्याओं को हल करना उद्देश्य नहीं होना चाहिए, इसके पीछे के स्पष्ट कारण और मकसद के बारे में भी सोचा जाना चाहिए। नीचे 21 वीं सदी में मूल्य शिक्षा और आवश्यकता को प्रदर्शित किया गया है:

मूल्य शिक्षा का महत्व कठिन परिस्थितियों में सही निर्णय लेने में मदद करता है जिससे निर्णय लेने की क्षमता में सुधार होता है। उम्र के साथ जिम्मेदारियों की एक व्यापक श्रृंखला आती है। यह कई बार अर्थहीनता की भावना को विकसित कर सकता है और मानसिक स्वास्थ्य संबंधी विकारों, मध्य-करियर संकट और किसी के जीवन के साथ बढ़ते असंतोष को जन्म दे सकता है। मूल्य शिक्षा का महत्व जिज्ञासा जगाने और मूल्यों और हितों को विकसित करने में महत्वपूर्ण भूमिका निभाती है। यह कौशल विकास में मदद करता है। इसके अलावा, जब लोग समाज और उनके जीवन में मूल्य शिक्षा का अध्ययन करते हैं, तो वे अपने लक्ष्यों और जुनून के प्रति अधिक उत्साहित और बंधे हुए होते हैं। इससे जागरूकता का विकास होता है जिसके परिणामस्वरूप विचारशील और पूर्ण निर्णय लेते हैं। मूल्य शिक्षा का मुख्य महत्व मूल्य शिक्षा के क्रियान्वयन और इसकी महत्ता को अलग करने पर प्रकाश डाला गया है। इस प्रकार, मूल्य शिक्षा व्यक्तित्व विकास में सहायक है।

निष्कर्ष:

अंत में, मूल्य शिक्षा किसी भी शैक्षिक प्रणाली का एक अनिवार्य पहलू है। यह छात्रों के समग्र विकास में मदद करता है और उन्हें दुनिया की चुनौतियों के लिए तैयार करता है। विश्व के बदलते परिदृश्य में, मूल्य शिक्षा विभिन्न चुनौतियों और मुद्दों का सामना करती है। स्कूलों में मूल्य शिक्षा के प्रभावी कार्यान्वयन को सुनिश्चित करने के लिए इन चुनौतियों को प्रभावी ढंग से संबोधित करने की आवश्यकता है। शिक्षकों को पर्याप्त रूप से प्रशिक्षित करना, माता-पिता और छात्रों के बीच मूल्य शिक्षा के महत्व के बारे में जागरूकता पैदा करना और मूल्य शिक्षा के प्रभावी कार्यान्वयन को सुनिश्चित करने के लिए स्कूलों को आवश्यक संसाधन प्रदान करना आवश्यक है। तभी हम एक जिम्मेदार और उपयोगी समाज बनाने की आशा कर सकते हैं।

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HUMAN VALUES AND HIGHER EDUCATION

Dr. Almas Parveen *

ABSTRACT

The sustainability of human society is strongly intertwined with the presence and practice of human values. Education holds a crucial position in the development of both society and the nation, facilitating the realization of human potential through the promotion of conscious awareness of human values. Despite the ongoing crises in modern society, particularly those related to human values, it is imperative to bring this topic to the forefront and integrate it into our education systems. Thus, this is an initiative to delve into the significance of human values in higher education and professional courses.

Keywords : Higher Education, Human Values, Social Values

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INTRODUCTION

Education is a fundamental value and an integral part of knowledge acquisition. When approached with care, it can provide solutions to all problems; but if mishandled, it can create problems for all solutions. Higher education serves as a pillar for career and leadership development, and the values and virtues practiced in universities heavily influence the future leaders. Hence, it is crucial to inculcate human values to foster positive behavior and actions.

OBJECTIVES

1. To promote a holistic perspective among students towards life and profession as well as happiness and prosperity based on a proper understanding of the human reality and the rest of existence. Such a perspective forms the basis of universal human values and encourages a movement towards value-based living.
2. The National Educational Policy (NEP) 2020 recognizes the importance of imparting ethics and human and constitutional values to students, including empathy, respect for others, democratic spirit, scientific temper, liberty, responsibility, pluralism, equality,

and justice. The NEP also aims to ensure the dignity, integrity, and high quality of practices supported with values.

3. The overall objective of higher education is to serve mankind, and this cannot be achieved without introducing students to the aesthetics, well-being, and values of human society. Therefore, it is crucial to adopt a holistic approach and promote the study of human values.

HUMAN VALUES

Human values are virtues that strengthen interpersonal ties and are important to all of us as individuals. Both what we seek to get from others and what we expect from them are powerful positive feelings for the other's human being.

Human values, which are universal in nature, serve as the cornerstone of any community that can function and create the conditions for a desire for one another and peace. Human values are universal and encourage concern for others, regardless of religion, nationality, culture, or personal background.

Brotherhood, camaraderie, empathy, compassion, love, openness, listening, welcoming, acceptance, acknowledgment, and appreciation are a few examples of human values. Others include loyalty, sharing, solidarity, civility, respect, and thoughtfulness.

Incorporating Universal Human Values in Higher Education

Higher education serves as a leadership education as it shapes the overall development of students who are members of a small society within institutions. The holistic approach and study of human values play a crucial role in instilling ethical behavior in students. By promoting a holistic understanding of ethical human conduct, it encourages trustful and mutually fulfilling human behavior, and fosters mutually enriching interaction with nature.

Universal Human Values in Higher Education provide an understanding of attitudes, motivation, and behavior, and influences our perception of the world around us. It represents our interpretation of "right and wrong" and provides a way to understand humans and organizations. Many institutions of higher education not only excel in academic subjects but also serve as green campuses with manifold ethics curricula, active members in community engagement, and provide value orientation to all stakeholders.

It is widely believed that the teaching profession's status needs to be elevated to ensure its dignity and integrity. Thus, there should be a code of ethics evolved by the teaching community itself for its guidance.

Human Values Foundation Course in Higher Education

In 2001, IIT Delhi began consultations on introducing a course on human values for engineering students. From 2005, IIIT Hyderabad conducted implementation experiments for a two-semester course on human values.

In 2009, UP Technical University launched a foundation course on "Human Values and Professional Ethics" in all its affiliated institutions. Punjab Technical University initiated this course in about 300 institutions in 2010, followed by the development of postgraduate and M.Tech. programs. Today, over 40 universities, with more than 4000 institutions across 10 states in India, offer this course as a core part of their academic curricula.

Recently, the All India Council for Technical Education (AICTE) included Universal Human Values as an essential component of the model curriculum for technical education throughout India.

Expected Outcome

The course aims to increase students' self-awareness and their understanding of their environment, including their family, society, and nature. It encourages students to become more responsible in finding sustainable solutions to problems while prioritizing human relationships and values.

Furthermore, the course intends to develop students' commitment to their understanding of human values, relationships, and society. Students are expected to become more sensitive to their responsibilities towards these aspects of life.

CONCLUSION

In conclusion, human values play a critical role in higher education as they help inculcate ethical behavior and shape future leaders. A holistic approach to education, with a focus on universal human values, can facilitate a deeper understanding of the world and its inhabitants. The National Education Policy of 2020 emphasizes imparting ethics and human values, among other things, to ensure the dignity and integrity of the teaching profession. Institutions

of higher education should strive to excel in both academic subjects and ethical curricula, as well as be active members of their communities, to provide value orientation to all stakeholders. By cultivating a culture of values and ethics, higher education can play an important role in promoting peaceful and mutually fulfilling human behavior, and a harmonious interaction with nature.

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THE IMPORTANCE OF VALUE EDUCATION IN EARLY CHILDHOOD CARE AND EDUCATION

Sana Afreen *

Gulzar **

ABSTRACT

In the new education policy 2020, the government of India focuses on early childhood care and education and on developing social capacities such as sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. Early childhood education must include a focus on values education. In this paper, the author focuses on the usefulness of preschool values instruction and how it affects young children's overall development. The paper begins with definitions of education, values education, early childhood education (preschool education), and the role of teachers in promoting value education. This is followed by a discussion of the advantages of values education for young children; part of teachers role in promoting value education, the review emphasises how important preschool instructors are to advancing values education and developing good values in preschool children.

The paper also explores the difficulties in instilling values in young children, teaching value education in preschool, and strategies for overcoming challenges in value education in preschool. The difficulties include varying cultural values, linguistic limitations, and the requirement to handle controversial subjects like gender, diversity, and inclusion. The paper also explores the effect of preschool value education on the social and emotional development of young children, the methodologies and teaching techniques for value education in preschool, and the long-term effects of preschool value education.

In order to build a more just and peaceful society, the review emphasises the value of early childhood education. It implies that early childhood education teachers should keep making values education a priority in their curricula and instructional strategies. The report concludes by emphasising the necessity of an investigation into the merits of various early childhood value-education programmes and how they affect young children's growth.

Keywords: Education, Early Childhood Care and Education, Value Education

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INTRODUCTION

"Education should not merely be the acquisition of knowledge, but also the cultivation of higher values." - Dr. S. Radhakrishnan

Value education is a crucial aspect of early childhood education that has recently attracted more attention. Children begin to establish their values, ideas, and attitudes towards themselves and the world around them throughout the crucial developmental time of preschool. Therefore, it is crucial to give young kids a strong foundation in principles that will mould their personalities and get them ready for the future.

Schwartz (1994) defined values as desired purposes that serve as guiding principles in an individual's or group's daily activities.

Values are guiding principles that influence how people think, decide, and choose. They are capable of preventing unacceptable behaviours, regulating the behaviour of the individuals (Sapsaglam & Omeroglu, 2016).

EDUCATION

Education is the process of obtaining knowledge, skills, values, and attitudes through a variety of learning experiences, including studying, teaching, training, or conducting research. It is a fundamental human right and an important factor in one's ability to grow personally and socially, as well as in one's ability to develop and enjoy economic prosperity.

Education has been characterised by numerous philosophers, authors, and educators. Since education is regarded as the most significant activity in every community, the word is commonly used in daily conversation.

"The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things." Jean Piaget

"Education is the manifestation of the perfection already in man." Swami Vivekananda

Early Childhood Care and Education (ECCE)

Early Childhood Care and Education (ECCE) is the term used to describe the nurturing, education, and care of young children from birth until about the age of six. ECCE includes a

variety of programmes and services that promote children's whole development, including their physical, mental, social, and emotional well-being.

Ideally, ECCE includes flexible, multifaceted, multilevel, play-based, activity-based, and inquiry-based learning that includes learning about alphabets, languages, numbers, counting, colours, shapes, and other things while engaging in indoor and outdoor play, puzzles, logical reasoning, problem-solving, drawing and painting, craft, puppetry, theatre, music, and movement. A focus on social skills, sensitivity, appropriate behaviour, courtesies, ethics, personal and public cleanliness, collaboration, and cooperation are also included. According to the NEP 2020 document, "the inculcation of values such as respect for diversity, empathy, honesty, inclusivity, responsibility, and justice through the curriculum and co-curricular activities is to be a key element of education". The overarching goal of ECCE will be to achieve optimal results in the areas of communication and early language, literacy, and numeracy development, as well as cognitive development, socio-emotional-ethical development, cultural and artistic development, and physical and motor development (NEP, 2020).

1. "Early childhood education is the key to the betterment of society." - **Maria Montessori**
2. The years before a child enters kindergarten are among the most critical in his or her life to influence learning. A child's brain is 75 percent developed by age five." - **Rob Reiner**

VALUE EDUCATION

Value-based education places a strong emphasis on a person's personality growth in order to help them define their future and successfully navigate challenging circumstances. It shapes the youth in such a way that they become adaptable to shifting circumstances and competently carry out their civic, moral, and social responsibilities.

Value education can be summed up as the process of imparting knowledge about the values that are crucial for people to uphold in their own lives, communities, and society at large. Value education is significant because it fosters students' physical and emotional growth, teaches good manners and fosters a feeling of community, instills a sense of patriotism, and fosters religious tolerance. Some definitions of the value education are:

Value education is a comprehensive effort to develop the ethical dimension of human personality through the transmission of cultural and moral values." Ministry of Human Resource Development, Government of India, 1993

"Value education is the process of imparting knowledge, skills, and attitudes that are necessary for the development of an individual's character and personality." National Policy on Education, 1986

"Value education is the process of acquiring values and transmitting them to oneself and others." UNESCO, 1974

"Value education is the process of developing values in individuals and society by providing knowledge, skills, and experiences that enable individuals to live in harmony with others and the environment." - United Nations Educational, Scientific, and Cultural Organisation (UNESCO), 2013

THE VALUE BASED EDUCATION AND ECCE

The most recent is NEP (National Policy of Education) 2020, which identifies that over 85 percent of a child's brain develops by the age of 6 and emphasises the importance of providing appropriate care and stimulation of the brain in a child's early years for healthy brain development and growth.

The primary demand of the modern era is the instillation of values in education. Value-based education ought to be practised on a daily basis in addition to being taught in schools. Children's early brain development is exceedingly delicate. Value-based education can positively shape young children when it is implemented in the preschool or early grades. It will alter their pattern of behaviour. Social skills, empathy, etiquette, being tolerant of others' viewpoints, sharing, compassion, and positive attitudes will all be developed in children. All of these skills and dispositions will equip a citizen with the desired traits. These characteristics are a necessary condition for the nation's society to develop sustainably.

Role of Teachers in Imparting Value Education in ECCE

Children acquire values and virtues from the environments in which they grow up and live. The people in their immediate environment have a significant impact on how these young people's impressionable brains are shaped. Children wind up spending a lot of time

with housemaids and care givers due to the growing tendency of nuclear families, their parents' nonstop work schedules, and the absence of grandparents and other older family members. It becomes essential for the instructor and the school to incorporate moral principles into all of the lessons they teach their students. In order to mould students' character and ethical behaviour, teachers must actively promote value education. In addition to passing on knowledge, teachers have a big job to play in instilling values like accountability, honesty, compassion, and respect(Mathews & Arulsamy, 2019). The role of a teacher has expanded significantly. Modern times are a time of transition. A teacher can uphold and foster principles. By exhibiting fundamental ideals of the heart and mind, a teacher has the power to significantly change society.

Teachers play a crucial role in the development of a value-based education system by instilling ethical values and morals in their students, according to the research article "Role of the Teacher in Value Education" by Dr. Jyoti Yadav and Dr. Garima Jain, published in the International Journal of Scientific Research and Review in 2019. The article also emphasises the need for educators to serve as role models for their students by upholding moral principles in both their personal and professional lives.

Furthermore, it was discovered in a study conducted by K. Girija et al. and published in the International Journal of Research in Management and Social Science in 2017 that "teachers who are passionate about their work and possess a strong moral character are more effective in promoting value education."

Methodologies and Teaching Techniques for Values Education in Preschool

- Establish a supportive learning environment: Teachers can establish a supportive learning environment that promotes virtues like respect, kindness, and empathy. Children can be inspired to be kind to one another, listen to one another, and assist one another. They will aid kids in acquiring wholesome attitudes and social skills by doing this.
- Encourage reflection: Teachers can help students reflect on their deeds and the results of those deeds. They can pose open-ended inquiries like, "What do you think would happen if...?" or "How do you think your friend felt when you did that?" By doing this, children

will develop the ability to accept responsibility for their acts and consider how their actions may affect others.

- **Get parents involved:** Teachers can get parents involved in their attempts to instill values by sending home newsletters, hosting parent-teacher conferences, and inviting parents to school-sponsored events. Parents can assist in establishing a consistent message by doing this and helping to reinforce the morals their children are learning in school.
- **Set an example:** Children frequently pick up new skills by mimicking those around them. As a result, it is crucial for educators to live the values they aim to instill in their pupils. For instance, if they want honesty to be a value they impart to their students, they should practise it themselves.
- **Use of stories and illustrations:** Preschoolers frequently learn best through stories and illustrations. To convey moral lessons and ideals, teachers can use books, puppets, and other props. They can also impart values through commonplace experiences. For instance, the instructor can use the example of a youngster stealing a toy from another child without asking to discuss the value of sharing and seeking permission.

Challenges of Teaching Values in ECCE (Preschool Children)

Preschoolers' still-evolving cognitive, emotional, and social capacities make it difficult to instill values in them. The development of young children's character and values is greatly aided by value education. However, it also has issues with inclusivity, gender, language barriers, and cultural diversity. Teachers must be aware of cultural diversity when instilling values in preschool classes because these environments frequently serve as a melting pot of several cultures. Teachers need to establish a strategy that is inclusive and attentive to cultural differences since values that are acceptable in one culture might not be in another (Saluja, Scott-Little, & Clifford, 2004). Language limitations can be a major obstacle to quality preschool education because young children may not be fluent in the language of instruction (Yelland, 1998). In order to ensure that all students, regardless of language proficiency, can comprehend and internalise the material, teachers must employ visual aids, storytelling, and other interactive techniques. When teaching values to young children, preschool teachers must be mindful of gender prejudices and stereotypes because gender roles and expectations are frequently strongly ingrained in young children. All genders are equal, and values should be imparted to children in a gender-neutral way.

Preschool education must include children with impairments, special needs, and a variety of backgrounds, which calls for inclusive classrooms. Teachers must consider the requirements of all students and devise an inclusive and flexible teaching strategy.

Preschoolers have a limited attention span; it can be challenging to maintain their attention for extended periods of time (Dockett & Perry, 2016), and they could have trouble comprehending complicated concepts or ideas. It's crucial to convey ideals in a clear, relatable manner that they can understand; they may struggle to express themselves or comprehend the emotions of others because they are still working on their communication abilities. To ensure that they comprehend the principles being taught, it's crucial to employ language and visual aids that are appropriate for their age (Moll, Amanti, Neff, & Gonzalez, 1992). They may struggle to manage their emotions or impulses because they are still working on this skill. This can make it difficult to teach virtues like tolerance or empathy.

STRATEGIES FOR OVERCOMING CHALLENGES

Teachers need to adopt strategies like employing age-appropriate teaching materials, involving parents in the process, and developing a culturally relevant curriculum to overcome the difficulties of imparting values education in preschool. In order to get kids interested in learning about values, teachers also need to employ a variety of instructional techniques, like puppetry, role-playing, and storytelling.

Value education can help children develop emotional intelligence by teaching them to recognise and regulate their emotions. They gain the ability to think critically and solve problems by learning how to express their emotions in appropriate ways, which can lower stress, boost resilience, and improve overall wellbeing. Children become better prepared to manage complicated social settings by learning to think for themselves and make judgements based on moral standards. This also helps kids develop a strong sense of morality and ethical values. They gain the ability to think critically and solve problems, learn to identify right from wrong, and act in accordance with their values, all of which can serve as guides for them throughout their lives. Children are better prepared to negotiate challenging social settings when they learn to think for themselves and make decisions based on moral standards.

Long Term Effect of Value Based Education on Preschool Children

The Resilience in School Environments (RISE) programme fosters social-emotional learning and character development in preschoolers through a values-based approach. According to a programed study, children who took part in it fared better than their non-participating peers in a variety of areas, such as academic achievement, social-emotional abilities, and the use of violent behaviours (Flook et al., 2015).

The Responsive Classroom Approach is a values-based programme that places a strong emphasis on social and emotional learning as well as good discipline. According to a programme study, children who took part in it performed better than their non-participating peers in a number of domains, such as academic success, social-emotional abilities, and classroom behaviour. (Rimm-Kaufman et al., 2014)

CONCLUSION

An important milestone in life is the beginning of education. Social improvements can be made through value education. One of the most important requirements for preparing today's children is to start teaching them values at a young age, especially during the preschool years.

Values education supports children's cognitive growth, cultural understanding, and social and emotional skills. However, there are challenges to offering values education in preschool, and teachers must develop plans to overcome them. The basis for preschoolers' future growth is laid by teachers, who are essential in encouraging positive values in them. The benefits of different early childhood value-education programmes and how they impact developing children must be thoroughly researched. Even though there is mounting proof that value education in preschool can help children's development in the long run, more research is still needed to determine the specific elements of these programmes that are most successful. In order to establish best practises and provide guidance for the creation of evidence-based interventions that can promote children's growth and development, research on the efficacy of early childhood value-education programmes is required.

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ONLINE LEARNING AND VALUE GENERATION AMONG STUDENTS IN SIGHT OF NEP 2020

Priya Chaudhary *

ABSTRACT

This paper examines the potential of online learning in generating value among students in India, in light of the New Education Policy (NEP) 2020. The paper discusses the benefits of online learning, such as flexibility, cost-effectiveness, self-directed learning, and access to resources, as well as the challenges of its implementation in India, such as the digital divide and the need for quality standards and teacher training. The paper concludes that online learning has the potential to revolutionize the education system in India, but requires a concerted effort from all stakeholders to ensure its success.

Keywords: National Education Policy 2020, Online Learning, Value Education

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INTRODUCTION

In 2020, India introduced the New Education Policy (NEP) to reform the education system and make it more inclusive, flexible, and learner-centric. One of the key components of the NEP is the promotion of online learning, which has become particularly relevant in the wake of the COVID-19 pandemic. This paper explores the potential of online learning in generating value among students in India, in light of the NEP 2020.

ONLINE LEARNING IN INDIA

Online learning has been gaining traction in India for several years now, with the proliferation of Massive Open Online Courses (MOOCs) and e-learning platforms. However, the pandemic has accelerated the adoption of online learning, as schools and universities were forced to shut down to contain the spread of the virus. The government has also been actively promoting online learning as a means of democratizing education and making it more accessible to a wider audience.

Value Generation through Online Learning

Online learning has the potential to generate value for students in several ways. Firstly, it provides flexibility in terms of time and location, allowing students to learn at their own pace and convenience. This is particularly beneficial for students who may have other commitments, such as work or family responsibilities, and may not be able to attend traditional classes. Online learning also offers a wider range of courses and subjects than traditional classroom-based learning, which may not be available in certain geographical locations.

Secondly, online learning can be more cost-effective than traditional classroom-based learning. Students can save on transportation and accommodation costs, and online courses are often cheaper than their offline counterparts. This makes education more accessible to students from lower socio-economic backgrounds, who may not be able to afford the high costs of traditional education.

Thirdly, online learning promotes self-directed learning and encourages students to take ownership of their education. This can lead to higher levels of motivation and engagement, as students are able to explore their interests and passions. Online learning also provides opportunities for collaborative learning, through discussion forums and group projects, which can enhance students' social and communication skills.

Fourthly, online learning provides access to a wealth of resources and learning materials, including videos, podcasts, e-books, and interactive simulations. This can help to cater to different learning styles and preferences, and can also facilitate personalized learning. Online learning platforms also use data analytics and machine learning algorithms to provide personalized recommendations to students, based on their learning preferences and performance.

Implementation of Online Learning in India

While online learning has many potential benefits, its implementation in India faces several challenges. Firstly, there is a digital divide in the country, with many students lacking access to the internet and the necessary technology to participate in online learning. The government has launched several initiatives to bridge this divide, such as the Digital India campaign and the Pradhan Mantri Gramin Digital Saksharta Abhiyan, which aim to provide digital literacy and access to technology to all citizens.

Secondly, there is a need to ensure the quality and standardization of online courses and learning materials. The government has proposed the creation of a National Education Technology Forum, which will be responsible for developing guidelines and standards for online learning in the country. There is also a need to train teachers and educators to effectively use online learning platforms and technologies, and to develop digital content that is engaging and effective.

CONCLUSION

Online learning has the potential to revolutionize the education system in India, by making it more inclusive, flexible, and learner-centric. However, its implementation requires a concerted effort from all stakeholders, including the government, educators, and students. The NEP 2020 provides a framework for the promotion of online learning, and it is important to ensure that its vision is realized, so that students in India can benefit from the value generated by online learning.

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FOSTERING THE VALUES AMONG THE 21ST CENTURY LEARNERS THROUGH THE EDUCATIONAL LANDSCAPE: A PORTRAIT OF EDUCATIONAL POLICIES

Dr. Mubeen Zehra *

ABSTRACT

In this modern society, education continues to be regarded as a good source of development of both individual and societies. The concept of value is gaining importance because of the present unwholesome condition of society where higher values are given scant recognition. Value is associated with what fulfills or has the capacity of fulfilling the needs of human. Which might be physical, psychological or spiritual? As a chief exponent of Indian philosophy and thinkers way of living. Value Education is not altogether a new subject in education. It is deep-rooted in Indian soil with historical and cultural background; its roots can be traced out in moral ethical, spiritual and religious education. Education plays an important role in the socioeconomic development as well as in the ethical development of individuals. Education is a powerful tool for cultivating values in individuals because it's a powerful instrument for social change and human progress. Value education encourages, interest, attitudes, values and abilities to think and judge one another. Educational encourages inquiries. It aids in the promotion of social and natural integration. Education as an instrument for improving the socio economic conditions of their subjects and an instrument for promoting the qualities of tolerance, justice, sharing, and cooperation etc., Value education has a paramount role to play in creating a society that is tolerant, humane, socially cohesive and ethically righteous. Values are integral to the process of education. Education is a process of bringing about 'desirable' changes in the way one thinks feels and acts in accordance with one's concept of the good life. In this sense, education necessarily involves the transmission of values. While assessing at the secondary sources i.e., Indian Philosophy, Thinkers, educational policies and emphasized on new education policy 2020 and web resources the present study as highlighted the role of education while developing and fostering values, morals and peace education among the 21st learner.

Keywords: Value-Based Education, Fostering Values, Society, Education, Indian Philosophy and Educational Policies

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INTRODUCTION

Education plays an important role in the socioeconomic development as well as in the ethical development of individuals. Societies considered education as an instrument for improving the socio economic conditions of their subjects and an instrument for promoting the qualities of tolerance, justice, sharing, and cooperation etc. Education is necessarily a process of inculcating values to equip the learner to lead a life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasises the role of education for ‘character development’, ‘bringing out the latent potentialities and inherent qualities’ and developing an ‘integrated personality’ for the well-being of the individual and the society at large.

Education is a powerful tool for cultivating values in individuals because it’s a powerful instrument for social change and human progress. Value education encourages, interest, attitudes, values and abilities to think and judge one another. Educational encourages inquiries. It aids in the promotion of social and natural integration. Education as an instrument for improving the socio economic conditions of their subjects and an instrument for promoting the qualities of tolerance, justice, sharing, and cooperation etc., Value education has a paramount role to play in creating a society that is tolerant, humane, socially cohesive and ethically righteous. Values are integral to the process of education. Education is a process of bringing about ‘desirable’ changes in the way one thinks feels and acts in accordance with one’s concept of the good life. In this sense, education necessarily involves the transmission of values.

WHAT IS VALUE EDUCATION?

Word value originated from old French word Valoir and Latin word Valere means “to be worth, be strong”. Generally means of value is moral ideas, general conceptions or orientations towards the world or simply interest, attitudes, preferences, need, sentiments and dispositions.

According to Sociologists: **connotations of rightness, goodness or inherent desirability.** Thus the values are *collective conceptions of what is considered good, desirable and proper or bad, undesirable & improper in a culture.*

R. K. Mukerjee: Values are socially approved desires and goals that are *internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards and aspirations. A value is ranked in terms of desirability, worth or goodness.*

“Value education” is the process through which people impart moral ideals to one another. Powney et al. define it as an action that can occur in any human organization. During this time, people are assisted by others, who may be older, in a condition they experience in order to make explicit our ethics, assess the effectiveness of these values and associated behaviors for their own and others' long-term well-being, and reflect on and acquire other values and behaviors that they recognize as being more effective for their own and others' long-term well-being. There is a distinction to be made between literacy and education.

Importance of Value Education

This notion refers to the educational process of instilling moral norms in order to foster more peaceful and democratic communities. Values education, therefore, encourages tolerance and understanding beyond our political, cultural, and religious differences, with a specific emphasis on the defense of human rights, the protection of ethnic minorities and vulnerable groups, and environmental conservation.

Importance of Value Education

Value education ought to be integrated into the educational process rather than being considered a separate academic field. The value of value education can be understood from many angles. The following are some reasons why value education is essential in the modern world-

1. It aids in making the right choices in challenging circumstances, enhancing decision-making skills.
2. It cultivates important values in students, such as kindness, compassion, and empathy.
3. Children's curiosity is sparked, their values and interests are developed, and this further aids in students' skill development.
4. Additionally, it promotes a sense of brotherhood and patriotism, which helps students become more accepting of all cultures and religions.

5. Due to the fact that they are taught about the proper values and ethics, it gives students' lives a positive direction.
6. It aids students in discovering their true calling in life—one that involves giving back to society and striving to improve themselves.
7. A wide range of responsibilities come with getting older. Occasionally, this can create a sense of meaninglessness, which increases the risk of mental health disorders, midlife crises, and growing dissatisfaction with one's life. Value education seeks to fill a void in peoples' lives in some small way.
8. Additionally, people are more convinced and dedicated to their goals and passions when they learn about the importance of values in society and their own lives. This causes the emergence of awareness, which then produces deliberate and fruitful decisions.
9. The critical role of value in highlighting the execution of the act and the significance of its value, education is highlighted. It instills a sense of 'meaning' behind what one is supposed to do and thus aids in personality development.

Aims and Objective of Value education

The main aims and objectives of value education are as follows:

1. Achieving Humanistic attitude
2. Understand the significance of values in life
3. Guiding life in the right path
4. Embellish behavior with good qualities
5. Respect for culture & gratitude to parents, teachers, nation
6. To be the balance personality & to make them refined with perfection
7. To protect, preserve & conserve the natural & cultural environment and to make judicious use of natural resources
8. To enable students to distinguish between good and bad, right and wrong

9. Acquire intellectual wisdom and disposition to do what is ethically correct and good
10. Lay a strong foundation for the development of different values
11. Train students to become responsible citizens in their personal and social lives

Purpose of Value Education

Value education is significant on many levels in the modern world. It is essential to ensure that moral and ethical values are instilled in children throughout their educational journey and even after.

The main goals of value education are as follows:

1. To make sure that a child's personality development is approached holistically, taking into account their physical, mental, emotional, and spiritual needs
2. Instilling a sense of patriotism and good citizenship values
3. Educating students about the value of brotherhood at the social, national, and global levels
4. Fostering politeness, accountability, and cooperation
5. Fostering a sense of curiosity and inquiry about orthodox practices
6. Teaching students how to make moral decisions and how to make good decisions
7. Encouraging a democratic outlook and way of life
8. Teaching students the value of tolerance and respect for people of all cultures and religions.

Importance of Value Education in School

The inclusion of value education in school curricula is crucial because it teaches students the fundamental morals they need to develop into good citizens and individuals. Here are the top reasons why valuing education in school is important:

1. Their future can be significantly shaped and their ability to discover their true calling in life can be helped by value education.

2. Every child's education begins in school, so incorporating value-based education into the curriculum can aid students in learning the most fundamental moral principles from the very beginning of their academic careers.
3. Value education can also be taught in schools with a stronger emphasis on teaching human values than memorizing theories, concepts, and formulas to get better grades. The fundamentals of human values can thus be taught to students through the use of storytelling in value education.
4. Without the study of human values that can make every child a more kind, compassionate, and empathic person and foster emotional intelligence in every child, education would undoubtedly fall short.

Importance of Value Education in fostering Personal Life

We all understand the value of education in our lives in this competitive world; it plays a crucial part in molding our lives and personalities. Education is critical for obtaining a good position and a career in society; it not only improves our personalities but also advances us psychologically, spiritually, and intellectually. A child's childhood ambitions include becoming a doctor, lawyer, or IAS official. Parents desire to picture their children as doctors, lawyers, or high-ranking officials. This is only achievable if the youngster has a good education. As a result, we may infer that education is extremely essential in our lives and that we must all work hard to obtain it in order to be successful.

HISTORICAL PERSPECTIVE OF VALUE EDUCATION IN INDIAN EDUCATIONAL POLICIES

The concerns for value education are reflected in our key policy documents from time to time. After independence the National Commission of Secondary Education (1952-53) was a significant landmark in emphasising character building as the defining goal of education. “The supreme end of the educative process should be the training of the character and personality of students in such a way that they will be able to realize their full potentialities and contribute to the wellbeing of the community.”

The Report of the University Education Commission (1962) noted, “If we exclude spiritual training in our institutions, we would be untrue to our whole historical development.” The report went on to make a case, not for religious or moral education, but for evolving “a

national faith, a national way of life based on the Indian outlook on religion, free from dogmas, rituals and assertions.” The Education Commission of 1964-66 put the spotlight on “education and national development”, from which perspective it identified the “absence, Concepts and Concerns of provision for education in social, moral and spiritual values” as a serious defect in the curriculum. The commission recommended that these values be taught “with the help, wherever possible, of the ethical teachings of great religions.” Agreeing with the Sri Prakasa Committee Report, it recommended “direct moral instruction” for which “one or two periods a week should be set aside in the school time-table.”

The National Policy on Education (1986) expressed concern over “the erosion of essential values and an increasing cynicism in society.” It advocated turning education into a “forceful tool for the cultivation of social and moral values.” Education should “foster universal and eternal values, oriented towards the unity and integration of our people”. The Programme of Action of 1992 tried to integrate the various components of value education into the curriculum at all stages of school education, including the secondary stage. The Government of India’s report on Value Based Education (Chavan’s Committee Report, 1999) submitted in both houses of Parliament, provided impetus to resume work on value orientation of education.

The National Curriculum Framework NCF (2005) echoed the vision of education where values are inherent in every aspect of schooling. The framework articulates the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi-cultural society (p.2). Enabling children to experience dignity, confidence to learn, development of self-esteem and ethics, need to cultivate children’s creativity, making children sensitive to the environment and the need for fostering democracy as a way of life rather than only as a system of governance, as well as the values enshrined in the Constitution assume significance in the framework. It further opines that independence of thought and action, capacity of value based decision making, sensitivity to well-being and feelings of others should form the basis of rational commitment to values.

The NCF (2005) particularly emphasises Education for Peace as one of the national and global concerns. As the position paper on Education for Peace prepared by the National Focus Group as part of NCF (2005) puts it, “Peace is contextually appropriate and pedagogically gainful point of coherence of values.” Peace concretises the purpose of values

and motivates their internalisation.” Education for Peace has been considered as a strategy to make value education operative. It aims at equipping students with the values and 3 attitudes required for living in harmony with oneself and others as responsible citizens.

The shift of focus, over the decades, from religious and moral education to education for peace, via value education, parallels the shifting sense and sensitivities in the larger context of education. It is in such perspective; value education is subsumed in Education for Peace. If the philosophy and principles as articulated in NCF (2005) and the position paper on Education for Peace are put into practice, value oriented education will indeed occupy the centre stage.

One of the most important reasons for reorienting education for values is the fact that the current practices in school education by any large contribute to the lopsided development of students. These put exclusive focus on cognitive to the total neglect of the affective domain and present alienation between head and heart. Students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition, and facts detached from contexts.

Values enshrined in the Constitution of India point towards the principles of equality and social justice and appreciation of cultural values of each other, dignity of all individuals, etc. The values such as equality, fraternity, justice can promote inclusivity where all members of the society feel included irrespective of their colour, culture, economic and social background, caste, religion, gender or community. The culture of inclusivity is particularly relevant and important in the context of our society, nation and making education a right for all children.

OBJECTIVES OF THE STUDY

- I. To understand the concept of peace and value education.
- II. To highlight the need and importance of value education in the present scenario.
- III. To examine the role of education in fostering value-based education among children.

Methods and Material

This study is qualitative in nature and primarily based on secondary sources of data includes books, Journal, Research Paper, Articles, personal sources, journals, newspapers, websites, blogs, government record.

RESULTS AND FINDINGS

Role of Education in Developing and Fostering the Values among the 21st learners

Role of Parents

Every parent nowadays wants to provide their children with the greatest education as possible, which includes more than just books. Parents are concerned about their children's overall development because they believe it is critical for them to succeed in today's world. That is why parents place a high emphasis on extracurricular activities and education in addition to academics. In today's world, when moral standards are in crisis, value-based education appears to be the solution. Through value-based education, we can shape young people into persons of strong character and values who know how to apply their knowledge for the good of humanity.

Nelson Mandela has rightly remarked: “Education is the most powerful weapon through which you can change the world”. He discussed both intellectual education and *moral value education* in this context. As a result, value education has the potential to change the world.

So, family has a significant role to play in developing the values, attitudes and skills of its children. The young person learns from his parents in his early life by imitation. The wife and the husband should make sure that the youngsters are spent in their parents’ lap rather than in “*Aya*” lap. It is a vital responsibility of parents to share their perspectives, philosophies, and experiences with their children.

Role of Society

Education is more than merely the acquisition of knowledge, the collection and association of data. Education involves self-culture and betterment of oneself. Education should not be seen to help students live safe, healthy, fruitful life and be responsible citizens who make constructive contributions to the society. The society might be given new duties to successfully and passionately establish and instill multi-dimensional values.

It establishes a uniform atmosphere so that students may acquire important lessons in ethics, conduct, adaptation, coexistence, compassion and service. It also represents simplicity, honesty, compassion and justice in their behaviour, in order to create positive habit, attitude and inner ability. The society should adopt the thoughts of Gandhiji as he said, *“do not hear ill, do not speak ill and do not see ill of others”*. *To link young people to the ideals of peace, unity, neighbourhood, code of behaviour, love and sympathy for the poor.*

The principles of collaboration, honesty and devotion can only be understood in society and all these are only attainable via education.

Role of School

Lifelong education starts in school and goes on throughout life. It's a school where everything else is founded. Consequently, schools play a key role in the delivery of value-added or moral education. Valueless education is a waste of time. Under these conditions, education and school curriculum have to be restructured to include value education. Coordinated national actions are necessary in this respect. The majority of youngsters are in school today, and they will be full-fledged citizens tomorrow.

The National Curriculum Framework (2005) emphasises peace education and value education in schools as a countermeasure to unparalleled worldwide, national, and local violence. It also thinks that education is important for peace, tolerance, justice, cross-cultural understanding, and civic duty. It represents life's joy and encompasses respect for human rights, equity, tolerance, collaboration, social responsibility and cultural variety, as well as an important commitment to democracy and the resolution of non-violent conflicts.

Role of Teachers

- i. A teacher is undoubtedly a child's role model. There is someone who inspires and motivates us to seek grandeur, to live to our greatest potential and to acknowledge what is finest in us as a role model.
- ii. Teacher's job is to provide creative talents the opportunity. It enhances pupil reflection and creative capacity.
- iii. A teacher's role is to function as an agent to inspire, provoke, enlighten and raise awareness of important issues in life. The teacher should help the students think and reflect on human behaviours and events by participating them actively in debate,

discourse, and practical exercises. The teacher should also expose pupils to works of art, natural beauty, human connections, and morally significant behaviours in order to enhance their moral sensibility. Teachers must act as a vehicle for value- oriented education

Role of Religion

India is a country where the visibility of unity in diversity is quite evident, since there are people of many religions, races, cultures and traditions who live together and believe in their religions. Unity in diversity concentrates on the existence of unity even following many disparities between culture, society, physics, language, religion, politics, ideas, psychology, etc.

Religion is certainly one of the most significant yet not the sole source of fundamental values. There is no religion which does not give precedence to values and morality in the future growth of noble people. The only means to create peace, harmony, happiness and deliverance from pain are tolerance, love, humanism and a profound grasp of religious beliefs. Religion makes the individual into universal, the limited into infinite, and the self-centred into automatic. Religion purifies the inner life of man and prepares him for spiritual endeavours.

The driving force for one's life should be secularism based on respect for the beliefs of other people, and the excellent doctrines of every religion in the world. The basis for society's peace seems to have been a global vision of tolerance, hospitality and the love of mankind.

According to Dr. S. Radhakrishnan “True religions in the heart of man, not in man-made creeds. It believes in the spiritual nature of man, the essential divinity of the human soul. All religions emphasize this aspect. Man has within him the power by which he can rise to the heights of achievement. He shakes off shame and sorrow and conquers darkness”.

Role of Government

The government of India has developed and reformed as part of humanity's learning process to produce a harmonious structure for organizing resources, both locally and globally in order to create a healthy and sustainable nation.

The government has established several organizations to encourage truth, goodness and beauty. They also educate Indian people about cultural values. The Indian Parliamentary Standing Committee report (January 1999) correctly states that the ideals of society are

continually eroded and are reflected in our everyday lives. The National Curriculum Framework of School Education (2005) also expresses serious concern about the loss of our societies' values and underlines the necessity to instill children's values in order to bring about desirable social change. Thus, there must be urgent measures to instill children's ideals and values.

Role of Mass Media and Social Media

- i. The means of communication is the medium by which we are informed of a piece of information and knowledge. This medium is the most important message. Because when this message is being sent by radio or television on a written page or on the phone, it appears that the identical piece of information has a completely different effect on us.
- ii. The mass media are accountable both to a large extent for reflecting society's values and for promoting values.
- iii. Mass media is the responsible and direct authority to transmit and educate the child on the demands of the standard form of culture.
- iv. In the process of good social change, mass media play an essential part, particularly in teaching and awareness-raising. The social and cultural impact on society is significant in the mainstream media. Their capacity to reach a broad crowd is portrayed by a strong and impactful message.

CONCLUSION

The current scenario in India requires such an education system that must also enhance social solidarity, in addition to encouraging national unity, by means of meaningful and constructive value training, through multidisciplinary approach. The focus is increasingly on 'Value Education' for the healthy development of the human mind. The notion of human personality's whole development, which is a major objective of education, covers the transmission of values.

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ROLE OF VALUE EDUCATION IN DEVELOPING NATIONS AND PEACE

Neha Sharma *

Manju **

ABSTRACT

Nation-building is a significant undertaking that governments employ to develop political, economic, security, and social institutions in other countries—especially those emerging from conflict. Governments conduct these activities abroad to secure their national interests. Values education, therefore, promotes tolerance and understanding above and beyond our political, cultural and religious differences, emphasizing the defence of human rights, the protection of ethnic minorities and the most vulnerable groups, and the conservation of the environment. Values promote good relationships in Society. They control our behaviour in Society. They help in goal setting. They determine how to set goals that are achieved. Inculcation of patriotic spirit as well as the values of a good citizen. They assist students in understanding the importance of brotherhood at social, national and international levels and developing good manners, responsibility and cooperativeness. *Nation-building* is a significant undertaking that governments employ to create political, economic, security, and social institutions in other countries—especially those emerging from conflict. Governments conduct these activities abroad to secure their national interests. What are the characteristics of value education?

Keywords: Value-Based Education, Values, Society, Education, Peace.

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INTRODUCTION

Education has long been recognized as a central element in development. It is considered a vital input in modernization where developing countries like India began their drive for social and economic development after its independence. Education is essential in a small country like India because it promotes the knowledge, skills, habits, values, attitudes and understanding of the people in the country. It helps people become valuable members of Society, develop an appreciation of their cultural heritage, and live more satisfying human

lives. Furthermore, it is also considered the backbone of the development of India. Therefore, more significant concern and emphasis must be put into how Education transfers the needed knowledge and information to students/children. There is an acute need for incorporative values in India's realms of Religion, Education, social service, economics and politics. "Value" refers to the development of the "heart". It is not enough to find for Mother India a modern independent, secular, technological "herd" if, in the process, she has lost her "heart". "Value-Based-Education is highly needed in our modern Society because our lives have become more miserable. The quantity of Education has considerably increased, but the quality has decreased. Why? The number of educated people has reached a high level, but murder, hatred, and selfishness have spread like wildfire everywhere. Why? Many institutions are opened, but only a few civilized people are produced. Why? Degrees are available for all, but dignity has gone down. Why? Many institutions produce trained people, but sincere people are very few. Why? Many books are written; much research is done; many professional achievements are attained, but humanity is threatened. Why? Therefore, we need Value-Based-Education. "An educated person should have all kinds of qualities. Education should make every individual physically, mentally, intellectually, emotionally and spiritually capable. Therefore, some universal ideals of "love, peace, respect, tolerance, forgiveness, co-existence and non-violence. "It should be accepted by all educators worldwide. These values are truly indispensable, devoid Our Society cannot sustain itself, and people will forget humanity. Dr C. M. Yogi, in his paper on 'Value-Based-Education in Nepal' rightly quotes Mahatma Gandhiji explaining the concept of Education, "The real difficulty is that people have no idea of what Education truly is. We assess the value of Education in the same manner as we assess the value of land or shares in the stock-exchange market. We want to provide only such Education to enable the student to earn more. We hardly give any thought to improving the character of the educated. The girls, we say, do not have to earn, so why should they be educated? As long as such ideas persist, there is no hope of our ever knowing the true value of education".

THE GOAL OF VALUE EDUCATION

Each Society wants that its children acquire a desirable set of values. The purpose of Education in every country is the development of desirable values. It is crucial to know what school students hold values. What kind of values do they possess? Such knowledge is essential to design curricular experiences to achieve the objectives of Education which Society wants to formulate. We see today the disintegration in Society. One of the reasons for

the deterioration is conflicting values and ground. If we go through history, we find that Society is changing rapidly. The impact of the West has brought about changes in it. The Western ways of thinking, dressing and behaviour influenced the Indians. This impact is still seen in every big Society. It is instead increasing. Values have social, psychological, economic, spiritual and philosophical aspects. They have a broad impact. Not a single vital action in the life of a human being can be said to be valueless. Thus, if values are good, life will be peaceful and valuable; if values are undesirable, life will be burdensome and unwanted.

Value Education or Value-Based Education

The value of Education is a concept that has been introduced previously. Sri recommends it. Prakash, Dr Mudolia Azad, Dr Kothari, Mahatma Gandhi, Dr Radha Krishnan, etc. Education not only develops morality but also makes an individual capable of leadership and or intelligent fellowship. Regarding the need to introduce religious values. Peters (1979, p.4733) writes that religious values are "prosecuted and severely censored in totalitarian or collectivist societies". He further mentions that Education demands the development of various types of awareness, abilities and skills. An individual in a democratic set-up should be given some form of initiative to inculcate religious values in the hope that he may develop them. Peters (1973, p. 473) mentions that in "democracy liberal view of the role of religious values is taken because of the importance ascribed to freedom and tolerance and because reductions in from these central values, the aims of Education are generated, i.e. morality, knowledge and understanding of the human condition, self-fulfilment of the individual, preparation for work, etc. They transmit cultural heritage. Nevertheless, religious values are not distinctive of the democratic way of life". We should go on this path to achieve the Moksha of our life. The views of Mr R. Rena about the Value-based Education for Human Development in Eritrea are most fitted to the contemporary Indian education scenario. "The student community is drowned neck-deep in poverty, ignorance and unhealthy surroundings. Since the establishment of UNESCO, several standard-setting instruments have been developed to delineate basic education principles for peace and human rights. These action plans are executed under the guidance of the UNESCO Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance. The educational institutions of the Member States of UNESCO now have the necessary courseware to introduce value-based educational programmes– incorporating both spiritual and secular values to build a culture of peace. In the words of the Director General of

UNESCO, "I proclaim forcefully, ... we must henceforth be ready to pay the price of peace as we have paid with millions of human lives the price of war; that the diversity of cultures, the very basis of our identities and sense of belonging should unite us around ideals proclaimed by our constitution and never again divide us; that religions founded on love should not lead us to confrontation and hatred; and that ideologies, through freedom of expression and participation, should serve democracy and not coercion. "The learner should have a strong urge to know the truth. Moreover, value-based Education must be imparted in today's institutions. So that the students may emerge as exemplary leaders in their chosen fields. Incorporating Value-Based-Education in Society will result in character growth, virtues like self-control, tolerance, selfless service, prayer, harmony, loving all people, helping those in need & respecting them etc. Man is 'cast in the mould of God' and cannot easily deny Him. Even great scientists like Newton and Einstein believed in the existence of God as an intelligent power regulating Furthermore, guiding the destinies of the universe.

What are the components of value education?

Schools could promote Values Education by nurturing in their students the ten priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "Empathy" and "Diligence."

In India, Value Based Education is the real need of the hour as we see how Society is diminishing in the case of values day by day. It is necessary to develop programs for inculcating values in Society. Today's Indian youths are slightly confused because of the bombarding of new technological devices, information explosion and violent news by the press & media. Educational institutions should take the initiative to impart Value Based Knowledge to this new generation to teach the value system in their confused minds and make them value-oriented-powerful leaders. "Imbibing the qualities of good conduct, self-confidence, and high values would help students earn a significant place in Society. Education without values is like a flower without fragrance. Students should realize that character building is equally important as career building. A good character in life is the ultimate thing that stretches a person's self-realization". An attempt is made in this paper to discuss the role of value-based Education in Society; it elaborately discusses the implications of developing value education. Rena, R. rightly points out that "There is a popular misconception that values are "better caught than taught". In reality, however, values are both

caught and taught." Today's generation is not going to catch the values without teaching. We have to teach the values to this generation before the bombarding of new technological devices, information explosion, and media sees them.

We see how Society is diminishing in the case of values day by day. It is necessary to develop programs for inculcating values in Society. In India Value Based Education is the real need of the hour. Today's Indian youths are slightly confused because of the bombarding of new technological devices, information explosion and violent news by the press & media. Educational institutions should take the initiative to impart Value Based Spiritual Knowledge to this new generation to teach the value system in their confused minds and make them value-oriented-powerful leaders. "Imbibing the qualities of good conduct, self-confidence, and high values would help students earn a significant place in Society. Education without values is like a flower without fragrance. Students should realize that character building is equally important as career building. A good character in life is the ultimate thing that stretches a person's self-realization". An attempt is made in this paper to discuss the role of value-based Education in Society. It elaborately discusses the implications of developing value education. Rena, R. rightly points out that "There is a popular misconception that values are "better caught than taught". In reality. However, values are both caught and taught." Today's generation is not going to catch the values without teaching. We have to teach the values to this generation before the bombarding of new technological devices, information explosion, and media sees them. In conclusion, mere desire or aspiration to progress in life is not enough; success should be based on values. Furthermore, value-based Education must be imparted in today's institutions. So that the students may emerge as exemplary leaders in their chosen fields.

Role of value education in building peace

"Education is not preparation for life; education is life itself"

This quote by John Dewey speaks about the role of education in shaping a better tomorrow. The modern world seems to be full of insecurities, fear and anxiety at different levels.

The Global Peace Index rates countries in terms of three aspects: societal safety and security, ongoing domestic and international conflict, and level of militarization. By examining 99.7% of the world's population through these three domains, we find a GPI score, which shows this

year that peacefulness has deteriorated yet again, and while the percentage may seem low, the deterioration is worryingly substantial.

During a seemingly never-ending pandemic, a new trend has emerged since the last GPI report.

According to a report by Katherine Kallehauge, Junior Editor, IMPAKTER (online magazine), there is a significant increase in civil unrest and political instability. Civil unrest increased globally by 10% in 2020. The report found the main reason to be rising uncertainty and unease caused by lockdowns and COVID-19 restrictions and worsening tensions from economic instability.

Given the circumstances of unrest and anxiety among the masses, and tension on borders there is a need to create a more sustainable world with stable economies and more just and inclusive societies. This seems difficult but not an unattainable target if we can count on the role of value education. Essential values and morals in individuals to help them develop a strong character and become responsible members of society is the prime objective of value education. It's a systematic process with the belief that responsible citizens are not born but made. Countries like UK and Australia have value education as part of their curriculum. Teaching moral and social values from an early age helps in developing empathy, responsibility, patience and tolerance, and respect for others' opinions. In addition, value education is the responsibility of not just schools but all organizations.

Values education, therefore, promotes unity in diversity. Acceptance of others above and beyond our regional, cultural, political, and religious differences, working for humanity as a whole, promoting the idea of an inclusive society, removing gender and other disparities, and above all working for the conservation of the environment. It is a holistic approach that encompasses an individual's all domains whether cognitive, affective, or behavioural aspects to develop their personal, social, and ethical values. The core values of justice, non-violence and brotherhood lead to global peace. This, in turn, helps in promoting attitudes toward resolving conflict. Thus, peace becomes an integral part of value education.

In the words of Swami Vivekananda, 'Religion is nothing but a manifestation of the divinity already in man. Man is not just the body or even the combination of the body & the mind. He is essentially the spirit. The aim of our teaching should be to help manifest this spirit in every thought, word and action. So, it should aim at a complete and harmonious development of the

body & the intellect and tune it to the spirit within. In other words, value-based Education should help build an integrated personality and perfect character. In conclusion, mere desire or aspiration to progress in life is not enough; success should be based on values. Furthermore, value-based Education must be imparted in today's institutions so that the students may emerge as exemplary leaders in their chosen fields.

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IMPACT OF STUDENT'S ANXIETY ON THEIR ACADEMIC ACHIEVEMENT AND DEVELOPMENT OF MORAL LITERACY WITH ETHICAL LEADERSHIP

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Prof. (Dr.) Mohd. Muzahir Ali **

ABSTRACT

CPD (Continuous Professional Development) is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organization and their pupils. Academic Anxiety in adolescence is prevalent but often unrecognized and untreated. When worried sensations become overwhelming and persist, interfering with kids' everyday school routines, they can debilitate and impede academic achievement. This article is an analysis of the teacher awareness of anxiety symptoms and the strategies that teachers use to reduce anxiety amongst students to facilitate student's learning process.

Keywords: Academic anxiety, Continuous professional Development, academic performance, strategies, teacher awareness, teacher education, moral literacy and leadership.

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INTRODUCTION

Many young people suffer from serious mental health issues that obstruct their normal development and functioning. Anxiety in adolescence is frequently undiagnosed and untreated, and they might signal a chronic and recurrent pattern of disruption and impairment in adulthood. Because these mental health illnesses are internalizing disorders, they do not usually result in behaviors that disrupt the classroom or draw the attention of teachers, such kids often suffer in quiet in the classroom. Clark and Beck (2010) stated that "anxiety is a complex cognitive, affective, physiological and behavioral response system (i.e., threat

mode) that is activated when anticipated events or circumstances are deemed to be highly aversive".

Role of a teacher to deal with academic anxiety of students with ethical leadership. A teacher plays a very crucial role in addressing the stress and other mental issues students face due to pressure of academics. So, a professional tutor uses a bunch of ethical leadership steps to help learners overcome anxiety. Ethical leadership refers to the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships. Ethical leadership in this sense is about being mindful and alert to what it is to be an ethical leader and modelling the behaviors we expect to see, or we hope to develop in pupils. The ethical leadership methods taken by teachers also require them to explore their own values and principles which they exhibit, gaining hands-on experience of teaching and dealing with students on a daily basis. Only then students will be able to confide in the tutor. Then again, it is critical for ethical leaders or teachers concerning academic anxiety of students to strongly believe in developing and maintaining a sense of belongingness with each other as well. The teachers are also supposed to be sensitive and empathize with struggling kids who make errors while being under such prime pressures. Ethical leadership skills also enable a teacher to be genuinely kind where appropriate and carry out values and principles to nurture the same kind of ethical morals they emphasize while helping the next generation to cope well with academics' panic situations.

OBJECTIVES OF THE ANALYSIS

The article is based on the objectives to understand the following aspects of academic anxiety:

- To understand the impact of academic anxiety on the academic performance.
- To analyze the teacher awareness of anxiety symptoms in students.
- To understand the different behaviors related to academic anxiety.
- The role of a teacher to reduce anxiety and to motivate them.

ANALYSIS:

Researchers commonly believed that teachers more accurately identify students with external behavior problems, such as hyperactivity or defiant behavior, than students with internal behavioral problems, such as anxiety and withdrawal, because students who act out are more likely to draw the attention of teachers (Beidel, Turner & Morris, 1999; Layne, Bernstein, & March, 2006; Mychailyszyn, Mendez, & Kendall, 2010; Tomb & Hunter, 2004). Layne, et al. (2006) also reported that while teachers are aware of anxiety symptoms in students who are experiencing symptoms of physiological anxiety, social anxiety, and high overall anxiety, teachers are less likely to identify students with generalized anxiety disorder, such as perfectionism and striving to please others. In addition, teachers and others may misread students' anxious behaviors, such as refusal to complete challenging tasks, as students being deliberately annoying, lazy, attention seeking, defiant, or manipulative (Hanie & Stanard, 2009). While some teachers may have some knowledge of the symptoms of anxiety, they may continue to depend on onsite mental-health workers, such as school psychologists or guidance counselors, to provide additional professional support (e.g., developmental workshops and literature).

Generalized anxiety disorder:

The essential features of this disorder are excessive anxiety and worry, according to the DSM-IV-TR (2000). Children with this disorder tend to worry excessively about quality or competence of their performance at school or in sporting events, even when their performance is not being evaluated. Children with this disorder display at least one of the following symptoms on a frequent basis: restlessness or edginess, being easily fatigued, difficulty concentrating, irritability, muscle tension, or sleep disturbance.

Social phobia:

The DSM-IV-TR (2000) states that the essential feature of this disorder is that the individual fears that his or her action will be humiliating or embarrassing in social or performance situations; hence, the individual exhibits avoidance, anxious, and distress behaviors, that interfere with normal routine. This disorder typically has an early onset in the mid-teens or even early childhood, and the duration is often lifelong. Children often exhibit crying, tantrums, freezing, or clinging behavior to

adults that inhibits interactions with others and interferes with normal development, especially at school.

The influence of anxiety on students

Academic performance:

Anxiety can affect students' academic performance and productivity, even though slight anxiety can, at times, alert students' attention toward task completion and preparation. However, elevated anxiety can impair students' concentration and interfere with recalling previously mastered academic knowledge while receiving instructions from the teachers or preparing for tasks, which directly affects their academic performance (Hanie & Stanard, 2009; Ma, 1999; Tobias, 1980, 1985, 1986; Wigfield & Eccles 1989). Students with mild levels of anxiety can sometimes compensate for these disruptions with persistent and hard work; however, students with more intense levels of anxiety may exhibit behaviors, such as perfectionism, tardiness, and absenteeism that can lead to incomplete work, failure on tests, or grade retention (Wagner, 2005).

School behavior

Students' reactions toward a stressor or stressors can be interpreted differently according to the perceptions of teachers, parents, and peers, and the level of intensity of anxiety in students can affect their reactions in either adaptive or maladaptive ways in the school setting. Students with high levels of anxiety engaged in more problematic behaviors, were more often disliked by their peers, and had lower achievement and self-esteem than students without high levels of anxiety (John, 1979). For example, anxious students' reactions can be misunderstood and misinterpreted as the students being deliberately annoying, attention-seeking, unmotivated, lazy, manipulative, or even less capable than their peers.

Emotional Incapacity

Anxiety can be a healthy and controlled response to stress, fear, and uncertainty since it aids people in dealing with tense and stressful situations like studying for exams or responding to a disaster. When the situation becomes extreme and chronic, however, it can become debilitating and emotionally crippling. For example, when a

student with social anxiety disorder is expected to read in front of the class daily as part of the class routine, this expectation can be very tormenting and stressful for the anxious student, especially when the teacher is not aware of the symptoms of anxiety. In addition, if the student chooses to avoid the situation by acting out or refusing to participate, the anxious student can be perceived as being disruptive, uncooperative, or incapable of performing the task. Such situations can definitely impede the student's confidence level, self-esteem, and self-concept. Tomb and Hunter's (2004) research indicated that prolonged anxiety can cause school children to develop serious mental-health problems, such as disruptive behavior, low self-concept, attention and learning disorders, depression, problems related to communication, and sleep disorders.

Peer Relationships:

At the same time, school may be incredibly intriguing, engaging, and difficult. Students must meet not only their academic obligations, but also the expectations of their classmates. These complicated, linked needs and expectations, especially for nervous students, can create a very stressful and exhausting environment. Students with social anxiety, for example, are likely to feel continually judged; as a result, they may withdraw and avoid classmates or group activities.

Strategies and Perceived Effectiveness in Addressing Students with Anxiety Issues:

Recognizing the signs of stress and anxiety in students, assisting them in the development of practical coping skills, collaborating with parents, reinforcing the importance of balance, and setting realistic expectations are all helpful approaches teachers can take to support students who are under academic pressure.

- Set clear and realistic expectations for class work, exams and assessments. Share help-seeking strategies students can use if they feel overwhelmed.
- Remind students that a growth mindset, where failure is seen as an opportunity for growth and learning, is a key aspect of success.

- Share student's practical self-management strategies they can use to manage stress and anxiety, such as breathing and mindfulness exercises, positive self-talk and practicing gratitude.
- Provide opportunities for students to set realistic and achievable short-, medium- and long-term learning goals. Involving parents in this process can help align their expectations with their child's.
- Have open and honest conversations with students around managing school work and study anxiety. Developing effective structures around time management, study and exam pressure early on in secondary school can make a big difference to students' long-term wellbeing.

Classroom activities

Releasing the tension

One of the body's reactions to fear, stress and anxiety is muscle tension. Feeling 'tense' can produce muscle aches and pains, and may leave some people feeling exhausted. This exercise which can teach by teachers uses progressive muscle relaxation to help students notice, release and manage muscle tension and reduce stress.

Check-in line

Sometimes students can't explain how they are feeling. Using a continuum by teachers removes the pressure and enables students to convey visually how they are coping.

Emotional awareness and self-regulation

It's essential for students to be able to identify their emotional experiences and to control their emotional responses to external events. Teacher can guide and motivate students by boosting their morale. Being able to cope with difficult situations and to assess different responses enables them to move forward.

Self-care hand

Teachers are in the position to identify symptoms and maladaptive behaviors, and alert school wellbeing coordinators, counselors about possible concerns. When students learn to look after themselves, it builds their self-confidence and helps them to focus more on the positive things in their life. There are some steps students can take to encourage the habit of self-care.

Ways to chill for cheap exercise

Self-care doesn't have to be expensive. This activity provides students with an opportunity to discuss different low-cost ways to chill out, and provides teachers with ways to create self-care opportunities for students.

CONCLUSION

Overall, this analysis suggests that anxiety disorders in adolescence can have a significant negative impact on students' classroom performance. Thus, teachers must have an awareness of how anxiety may be manifested in classroom settings and knowledge of effective strategies to address TEACHER AWARENESS OF ANXIETY SYMPTOMS the needs of students who experience high levels of anxiety.

This suggests that the Mind Matters work needs to be expanded and more targeted to building teachers' knowledge and skills in mental health recognition and action beyond awareness-raising.

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ETHICS AND VALUES ENSHRINED IN CLASSICAL INDIAN PHILOSOPHY: THEIR INCLUSION IN NEP 2020

Priya Sehrawat *

ABSTRACT

Value education in India since the ancient times has been paramount in education. The aim of receiving education in ancient Indian history was not only getting theoretical knowledge but it was aimed at man making and character-building catering to the mental, physical, emotional and spiritual needs of the people. Moral education in ancient times aimed at helping one realize values like truth, non-violence, beauty and goodness. Ancient education system was valuable, consisting of Gurukuls, World famous universities and knowledgeable personalities who set examples in front of the world toward learning basic facts about humanity and the core idea to cultivate essential values in students. But in the contemporary education scenario, objectives of the education system are mainly limited to producing a large number of degree holders in the technological and globalized era. This way we are isolating human ethical values in the world which is facing an array of conflict, instability and crisis mainly due to the deficit of moral human values principles as our education system education is oriented more towards material values and achieving materialistic objectives. In order to make India democratic and wise society based on knowledge, the education system was critically examined and NEP 2020 was formulated. The rich ancient philosophy and enduring Indian knowledge is the guiding principle of this policy.

Keywords: NEP 2020, Philosophy, Value, Ethics, Education

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INTRODUCTION

Education has a pivotal role in our social system. It includes a well-defined structure and sets of roles that affect other social systems. According to Clark "Education system has a definite bearing on the society which possesses it. The economy, political organization, social stratification, culture, kinship and social integration of any society are closely linked with education." Thus, education is an agent for socialization of individuals, transference and amelioration of knowledge. Thus, it is a social sub-system which makes a difference in other social subsystems. In Rigveda, education is defined as something that makes humans selfless

and self-reliant. Indian philosophy is often referred to as a 'darshana' which comes from the root word 'drish' or 'to see'. Here, to see refers to the ability to see the truth and lead life accordingly. Seeking the truth and additionally happiness as a key value has been given a pivotal place in classical philosophy. Our ancient education system focused on the panoramic development of the individual by taking care of both the ingrained and quiescent capacities. It focused on values such as humility, truthfulness, discipline, self-reliance and respect for all creations. Recent proposed education policy NEP 2020 is perfect and has the traditional educational essence of India. It will transform India into Atmanirbhar Bharat, which translates to 'self-reliant India'(phrase of the Prime Minister of India Narendra Modi), strong, cultured, spiritual and global knowledge superpower. This policy will ensure inclusive and quality education and promote lifelong learning opportunities for all by 2030. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding principle for this Policy.

EDUCATION IN CLASSICAL INDIAN PHILOSOPHY

The philosophy of any nation depicts its culture and civilization. Indian philosophy of the ancient period represents the highest cultural attainment of the Indian people. The different schools of Indian philosophy dispensed with Indian culture. In ancient India, both formal and informal education existed. Indigenous education was imparted at home, in temples, Pathshalas, and Gurukulas. People in homes, villages and temples guided children in absorbing righteous ways of life. Religious places played a vital role in imparting education and served as the centers of learning. For higher studies, students went to temples, gurukulas, madrasa, viharas and universities. During that period, the Gurus and their Shishyas (pupils) lived together. Shishyas helped their Gurus in their daily life activities. The main objective was to lead a disciplined life and realising one's inner potential. The education was imparted through preaching and various literary sources were referred that is; the Vedas, Upanishads, Smritis, Ramayana, Mahabharata and the Sangam literature. The six schools of thought are like the six different ways to reach a single destination. They are Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa. The methods or ways to budge towards the goal are different to suit people of different cultures and different eras in India. But they all have a common aim that is removal of ignorance and attainment of freedom, perfection and immortality. All believed in euphoria as union of the individual soul (Jīvātman) with the Supreme Soul (Paramātman). All the schools hold that self-realization (Supreme Soul) is the ultimate end of our existence. Self-realization is described as release

from bondage. Ignorance of reality is the cause of our bondage and suffering, and liberation (Moksha) from this cannot be achieved without knowledge of reality, i.e., the real nature of the world and of the self. The great educators and philosophers Rabindranath Tagore, Swami Vivekananda and Sri Aurobindo appraise the hidden potentialities of heritage and culture. They were fully convinced that the young learners of this land are privileged as they can approach the immortal truths before them through Vedas and ancient literary sources which is not the surface knowledge that we are providing in our contemporary education system and which changes with passage of time instead it's a great mine of strength and eternal values.

COMMON VALUES ENSHRINED IN NEP 2020 FROM CLASSICAL INDIAN PHILOSOPHY

1. **Ignorance (Avidya):** - Most of the classical Indian philosophers were of the opinion that the root cause of all sufferings, pains and problems in human life is narrow mindedness, misunderstanding and ignorance. Ignorance is the cause of bondage and knowledge is necessary to get ourselves free from this bondage. Ignorance about “who we really are” is the source and the means to bring an end to suffering. Without education the person cannot get the knowledge of the society as a whole. The person becomes handicap in the sense that he finds himself in the captivity of the social demands and lacks reasoning to challenge those demands. Here, education plays a vital role to prevent us from ignorance. NEP 2020 demands learners to be ethical and rational thinkers.
2. **Liberation:-** If we get ourselves free from ignorance then education will ultimately lead us to the path of liberation which is a constant search for truth and truth can be attained through a rational approach. The immediate goal, namely, “worldly achievement”, cannot be recommended as the rational and ultimate goal of human life. The classical Indian philosophers said, “the state of fulfillment” could be the ultimate goal of human life. The state of fulfillment is “the state of desire-less-ness.” Only when there is total cessation of desire, can one be in that state of fulfillment and peace. The eminent human goal in Indian philosophy since ancient times is pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya). The present policy also aims around these three aspects which ultimately leads to liberation and free ourselves from bondage of the society and nation as a whole. The synonymous term used at present is self-actualization. The contemporary education system works towards self-actualizing

the person. Education must aim at self- actualization and liberation from materialistic desires and aspirations.

3. **Self-control:** - Yama or self-control is the essence of our classical Indian philosophy shared by all schools of thought. They are only varying in the sense that they suggest different ways of incorporating self-control values. But in contemporary India Yoga and sadhana get the upper hand in self-controlling behavior. Yoga practices originated from our Indian history only. The necessity of concentration and meditation led to the development of an elaborate technique fully explained in the “Yoga” system. Self-control restrains ourselves of all the senses by thinking of the Supreme Self. In Bhagavad Gita, it is mentioned that a yogi who practices self-control conquers himself and attains oneness with Brahman (supreme self). NEP 2020 asks to incorporate Yoga as the means of self-control in the school curriculum.
4. **Karma:** - The moral system manifested through the theory of karma in the life of an individual. Almost all the Indian philosophers believe in the theory of karma. According to it, the results of actions(karamphal) change are always with us in the form of impressions (samskarsa) and they direct the course to our life. Thus, the world is a stage where everybody is preordained to perform his part according to his karma. Liberation is nothing but emancipation from the bondage of karma. Different philosophical systems have suggested different recipes for the attainment of liberation. NEP 2020 lays stress on *Nishkam karma which was the term used in Bhagavad-Gita and it refers to the path of unselfish action*. It teaches that a spiritual seeker should act according to his dharma (duty), without being attached to the fruits or personal consequences of such work.
5. **Generation of sociability or social awareness:** - A human is a social being. The core aim of education since ancient times was to inculcate social values of that time so as to make him an acceptable member of that society. Knowledge of self-forms the basis for our efforts to mold society. So, the concept of liberation and self-actualization ultimately directs the pupils towards social mobility. The education must inculcate social values like shanti, sacrifice, tolerance, diversity, pluralism, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, courtesy, democratic spirit, patriotism, democratic outlook,

integrity, responsibility, justice, liberty, equality, and fraternity (6.20). UNESCO's work in this field is guided by the Education 2030 Agenda and Framework for Action, which calls on countries to "ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.

6. **Development of individual and character:** - It was believed in Indian philosophy that when a man receives education, his control over his needs to be perfected, thus helping man to control his original imperfect nature and develop an ideal nature through moral feeling. Education should therefore aim at overall development of an individual. Values such as seva, ahimsa, swachchhata, satya, nishkam karma, righteous conduct (4.28) are considered eminent that should be cultivated in an Indian person. These attributes are given consideration in our present policy on education. Education must build character, compassion, and caring, while at the same time prepare them for gainful, fulfilling employment. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.
7. **Preservation of environment:** - Environment in Indian thought is not conceived as a physical, lifeless entity - it is a very 'living mechanism' where humans are one of the many living creatures. There is a continuous attempt at understanding and relating to the greater 'whole' of nature. It has been argued by ancient Indian philosophers that man being an intelligent creature should protect the environment as one of his fundamental duties. The Indian textual tradition assumes that, like the rest of the material world, man is made up of elements which at death disintegrate and dissolve into nature. At the most general levels there are nine tattvas or elements; Earth, Water, Fire, Air, Sky, Time, Directions, Mind and Soil. Indian thought perceives that there is

life in all kinds of things, it might be biotic or non-biotic material. There is greater emphasis on mutual dependence where living in isolation was not possible. It was considered very good to live in a forest where one can experience the environment in its purest form and empathize with its true nature and existence. It was perceived that nature can satisfy everyone's needs if one maintains harmony with the given Environment. In NEP, it is suggested that cleanliness, spirit of service, and respect for public property should be promoted (9.1.1).

8. **Development of Knowledge-related to life:** - Knowledge should dispel doubts, dogmas and darkness. The pupil lives away from the distractions of the material world, amidst beautiful natural surroundings, sitting at the feet of his teacher, who would comprehend all the intricate problems of life through listening and meditation. The focus was not only on theoretical learning but acquiring fairly practical knowledge of the world and society through close contact with the people. Education must provide knowledge for creativity and pursuit of culture and civilization in which we are living. According to NEP 2020, Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills (11.8). Education should make life productive, resolute and relevant.

CONCLUSION

Though things have changed to a great deal since the ancient history, there are many timeless jewels which can identify even today and draw inspiration from. They may teach us, among others, that true involvement into the passion for inner knowledge itself focuses and inspires. Our current education system has a lot to learn from the ancient system of education in India. If one wants to develop a universal model of education, the thoughts of classical Indian philosophy might prove inspiring primarily because they are holistic in nature, and based on deeper contemplation on human life. These thoughts secluded discrimination of any kind to the entire humanity. Education must bring about inner transformation in man. Inner transformation means removal of ignorance, contributing to the expansion of the human mind, penetrating into diversity to discover unity, developing an attitude of inclusiveness, avoiding ignorance and developing holistically in each stage of life. Educational aim of ancient Indian philosophy is accepted in principle as the aim of modern education to build

character and make life worth living for our present generation. Today educationists recognize the role and importance of multilingual and multicultural education, thereby connecting the ancient and the traditional knowledge with contemporary learning. NEP 2020 took the rich heritage of ancient and eternal India knowledge as its guiding principle. So, more research needs to be done in this field and pupils should be encouraged to appraise the beauty of our ancient culture and teachings. Pupils should be encouraged to inculcate the values that are passing from generation to generation and are the gifts from rich heritage.

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National Conference on

***“Reinventing Values in Currently Challenging Scenario: Developing an Insight into
Ethical Intelligence in the light of NEP 2020”***

Programme Schedule: 25th April, 2023

11:00 am	Opening ceremony(Lamp Lightening)
11:00 am to 11:20 am	Welcome Note by Dr. Mandira Gupta
11:20 am to 11:40 am	Inaugural Address by Prof. Ilyas Husain
11:40 am to 12:10 am	Keynote Address by Dr. Anjali Shokeen

TECHNICAL SESSION-I (12:15 am– 1:45 pm)

Chairperson: Dr. Anjali Shokeen
Co- Chair: Dr. Mandira Gupta

S. No.	Author Name	College/ University	Title of the Paper
1.	Dr. Jyoti Balodi	Ch. Devi Lal College of Education, Jagadhri	Value Based Education in Schools; Need and ways to Develop values in Present Scenario
2.	Ms. Tanvi Pahwa Dr. Mohd. Faijullah Khan	Jamia Millia Islamia	Challenges and Strategies for Teaching Value Education in a 21st Century Inclusive Classroom: A Review of Recent Research
3.	Dr. Zeba Ilyas	Al Falah University	Role of Information Communication Technology in Value Based Education
4.	Ms. Sana Parveen, Ms. Suraiyya Khatoon	Jamia Millia Islamia	Role of Teachers Towards Value-Based Education

	Dr. Savitri		
5.	Prof. D. Parimala & Ms. Shweta	University of Delhi	Value Education in Changing Scenario – Issues and Challenges
6.	Dr. Farzana Munawwar	Al Falah University	Impact of Value Education in the times of Constant Change
7.	Dr. Shazia Zamir	Al Falah University	Value Education in Changing Scenario – Issues and Challenges
8.	Ms. Aradhana Jha Ms. Christy Mathew	Institute of Vocational Studies	Conceptualizing Value Education in Education
9.	डॉ. नीतू यादव	Aaryan College of Education	राष्ट्रीय शिक्षा नीति 2020 के अनुसार भारतीय शिक्षा प्रणाली का बदलता स्वरूप
10.	Mr. Vaseem Ms. Bhargavi Bagga	Jamia Millia Islamia	Significance and Challenges of Value Education in Online Learning in light of NEP
11.	Ms. Astha Bisht	Aaryan College of Education	National Education Policy (NEP) 2020 Inculcating Ethical Values : Advantages and Challenges

Lunch Break (1:45 pm – 2:15 pm)

**TECHNICAL SESSION- II
(2:15 p.m – 4:00 p.m)**

Chairperson: Dr. Anjali Shokeen

Co- Chair: Prof. Ilyas Husain

S. No.	Author Name	College/ University	Title of the Paper
1.	Dr. Nusaiba Anzar Dr. Aftab Ahmad Ansari	Maulana Azad National Urdu University Aigarh Muslim University	Why is it Imperative to Develop Ethical Leadership among Teachers in Present State of Affairs
2.	Ms. Kiran Kumari	College of Teacher Education	Academic Achievement of Students in Mathematics in relation to their Socio-Economic Background and Study Habits: A Review

3.	Ms. Sapna Rani	Institute of Vocational Studies	बदलते परिदृश्य में मूल्य शिक्षा—मुद्दे और चुनौतियाँ
4.	Dr. Almas Parveen	Institute of Vocational Studies	Human Values and Higher Education
5.	Ms. Sana Afreen Ms. Gulzar	Jamia Millia Islamia	The Importance of Value Education in Early Childhood Care and Education
6.	Ms. Priya Sehrawat	Aaryan College of Education	Ethics and Values Enshrined in Classical Indian Philosophy: Their Inclusion in NEP 2020
7.	Dr. Mubeen Zehra	Institute of Vocational Studies	Fostering the Values among the 21 st Century Learners through the Educational Landscape; A Portrait of Educational Policies
8.	Ms. Neha Sharma Ms. Manju	SCERT, Delhi	Role of Value Education in Developing Nations and Peace
9.	Ms. Neetu Sharma Prof. Mohd. Muzahir Ali	Institute of Vocational Studies	Impact of Student's Anxiety on Their Academic Achievement and Development of Moral Literacy with Ethical Leadership
10.	Ms. Priya Chaudhary	Institute of Vocational Studies	Online learning and Value generation among students in sight of NEP 2020

Report Presentation: Dr. Fozia Roohi

Vote of Thanks & Dispersal: Ms. Devanshi & Ms. Panya Sharma

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