**NATIONAL SEMINAR**

***ON***

**EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**SUB THEME :-** DISASTER MANAGEMENT AND SUSTAINABILITY

**TITLE OF THE PAPER :-** VALUE BASED EDUCATION – THE VITAL NEED OF THE HOUR.

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**ABSTRACT .**

The Relationship between education and sustainable values is the most talked about issue in Indian education today. Successive commissions and committees on education, national policies and NCF have pleaded for “*value* *orientation”* of education through appropriate intervention. The sorry state today is ongoing and likely disaster of values. It is the value alone in human character context that is responsible for internal and external disturbance in the country and world as a whole. The so called disaster like global warming and nuclear threat could also be checked if disaster management is inculcated in educational purview both as a subject of academic study and as a foundational input in teacher education programme.. Although it is very hard to inculcate all the values in it still in the new scenario of 2 year B.Ed course top priority to this vision is to be paid. The researcher being a member of SRG group and co-ordinator of SSA visited a lot of educational institutions across the state of Odisha. The educational institutions can be divided into 2 groups such as ordinary academic institutions and value based educational institutions. The researcher interviewed at least 30 persons, 10 from B. Ed students, 10 teachers from Ordinary Academic Institutions and 10 from value Institutions like Saraswati Vidya Mandir. At the final outcome it revealed that rigorous effort must be there to ensure common minimum values at the schools irrespective of Government or Private.

**INTRODUCTION:-**

According to Albert Kamyu an individual with no moral values is no better than a wandering beast ! Gazing back into ancient age it is clear that educational system then was based on rigorous values. Of course it was accessible to few owing to its hard way and strong determination. The teachers were “Acharyas” that is they were teaching through their way of “Acharana” conduct. We can’t say that our educational system has been devoid of values. But at the same time it can be proclaimed that unlike natural Air it is never the same on the part of every pupil. Eg: there are some specific institutions like Sai Niketan, Shantiniketan, Shri Shri Ravi Shankar University, Saraswati Sishu Vidya Mandir, Mirambika etc. which cultivate profound values upon their students. On the other hand in rest of the Govt. schools values are either minimum observed factors or totally ignored concepts. But it should be kept in mind that the aim of education is not only nurturing but living up to the values and combat disasters of any kind. Sustainable development as per the Brundtland Commission is “ *Development that needs of the present without compromising the ability of future generation to meet their needs* ” the importance of sustainable development is to protect values in education, protect technological resources, provide basic human needs, agricultural necessity, accommodate urban development, control climate change and sustained bio-diversity.ESD is a vision of education that seeks to balance human and economic wellbeing with cultural traditions and respect for the earth’s natural resources.

**OBJECTIVES:-**

1. To ascertain pupil teachers’ outlook towards 2 year B. Ed syllabi in respect to value.
2. To observe the difference between the Govt. Institutions and so called value institutions (Pvt) in respect to practise and living the values.
3. To find out the way to impose common minimum values to be practised all around.
4. To arouse a sense of readiness among the pupil teachers for disaster management.

**METHODOLOGY:-**

Survey, Observation and Description methods have been adopted in this study.

Sample:-

1. 10 peoples students from DPIAS Berhampur.
2. 10 Teachers from Beguniapada Block High Schools.
3. 10 Teachers from SSVM, Kodala and Khallikote of Ganjam district in the state of Odisha.

Along with the educational system and environment of the respective institutions were taken as sample adopting random sampling technique.

**DESIGN:-**

It was a three group observation and motivation design .

**TOOLS:-**

Oral Questions

Check List

And Motivational Activity

**COLLECTION OF DATA:-**

A three phase interview was administered upon 10 pupil teachers and 20 teachers, 10 each from Govt. and SSVM Schools respectively.

**Phase I:- Interview the students with multiple choice option**

**(Strongly Agree / Agree/ Don’t Agree/ Can’t Say)**

1. Is the two years B. Ed. training programme appropriate?
2. Will it promote value education with more available span of time?
3. Should value be rigorously a part of Education?
4. There should not be rigidity in connection to value rather *happy* *go lucky* should be the ultimate operation in educational institutions?
5. Will you act a champion of values all your life and become a defender of disaster ?
6. Some children could you adopt to promote your desired values at your appointed spot?

**Phase II: - Interview with 10 Government School teachers.**

Are you satisfied with the pattern of Education in your school?

1. Comparatively with SSVM are your students enriched with values?
2. Some minimum values do your pupils really adhere?
3. Do you agree that your school can be at par with SSVM schools?
4. Do you see that your colleagues are interested to inculcate adequate values in your pupils?

**Phase III:- (Interview with 10 teachers from SSVM Kodala)**

1. Are you personally happy with the system of your school?
2. Does it really promote values in the students?
3. Whether values help the students acquire knowledge?
4. Parents really support to uphold the systems?
5. The students are spontaneously ready to accept the rigorous system implementing values all the while.

**ANALYSIS OF DATA:-  
 Tabular Presentation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Phase** | **Strongly Agree** | **Agree** | **Don’t Agree** | **Can’t Say** |
| 1. | 30 | 18 | 02 | 00 |
| 2. | 17 | 20 | 10 | 03 |
| 3. | 44 | 06 | 00 | 00 |

The response so obtained was critically analyzed.

**INTERPRETATION OF DATA:-**

The study revealed that value is the ultimate aim and expectation of Education. The B.Ed students of DPIASE were in the support of two year B.Ed course as it could allow them to acquire more skills to learn and implement values. However some of them did not agree with the present system that doesn’t promote value upto the mark. The teachers of Govt. Schools did not agree to have been able to implement value at par with SSVM- the so called value institutions. The Government programs like “ *Ujjwala and Utkarsh* ” come promissory in this line. However the teachers of SSVM although paid very less than the Govt. School teachers were satisfied of the system they were in. They get less (value) in the form of remuneration but more( value ) in form of satisfaction as their students excel in the performance in examination across the state.

**EXPERIMENTAL ACTION/ MANIPULATION:-**

The researcher in course of routine visit to one Govt. school ‘ NUPS Kodala observed some students plucking buds and leaves of the plants in garden and urinating here and there. Some of them wrote vulgar on the wall of the cycle stand. Obviously it contradicted value. He made all the students assemble in presence of teachers. He imposed an impressive drill which showed amazing result as no complaint of aforesaid mess was there after one month!!

**DRILL:-**

After giving a touching lecture on value in the form of stories the researcher asked the students to respond either ***Satya Bachana, Satya Bachan*** *or* ***Kabhi Nahin, Kabhi Nahin***. The drill somewhat went like this.

|  |  |  |
| --- | --- | --- |
| Sl No. | Call of Researcher | Response of Pupil |
| 1. | Going to bed late & getting up late | Kavi Nahin, Kavi Nahin |
| 2. | Coming to school in time | Satya Bachan, Satya bachan |
| 3. | Urinating here and there | Kavi Nahi, Kavi Nahin |
| 4 | Using Toilet with Chapal and proper Cleanliness | Satya Bcahan, Satya Bachan |
| 5. | Keeping the shoes in ordinary manner | Satya Bachana, Satya Bachana |
| 6. | Responding Agnya in case of Called by name by the seniors | Satya Bachana, Satya Bachana |
| 7. | No Sharing of book or pen with the friends if they need | Kavi Nahin, Kavi Nahin |
| 8. | Telling truth all the time | Satya Bachana, Satya Bachana |
| 9. | Plucking the bud and leaves of plants in the garden | Kavi Nahi, Kavi Nahin |
| 10. | Using vulgar Languages | Kavi Nahin, Kavi Nahin |
| 11. | Doing the lessons regularly | Satya Bachana, Satya Bachana |
| 12. | Making queue, no loud noise etc discipline | Satya Bachana, Satya Bachana |

All the teachers were asked to imitate the drill at least once a week. Surprisingly during monitoring of the next month rampant change was reported; never the less value was established.

The researcher moved to 5 schools in Bhubaneswar where only one school SAIEC, Khandagiri has accepted GIA for one post in the school. Curiously the rest of the schools disclosed the novelty of not accepting Govt. aid as if done so they must succumb to the imposition of Govt. system and ultimately lose their own luster of values!

**FINDINGS:-**

It goes without saying that the so called institutions that upkeep values and impart value based education are somewhat religious in nature. Unfortunately in the name of Secularism we have made religious moral education a sensitive issue which proves fatal. Amazingly secularism – a great value by itself is finely dwelling in the institutions but its undue meaning is not only making our system irreligious but devoid of all sorts of values. In the text books inclusion of stories of Sachin Tendulkar, Dr. A.P.J Abdul Kalam, Homi J Bhaba etc ignites possibilities of values in the students. The so called value institutions as the researcher realised compel the teachers to deposit their mobile phones in the office during teaching hour. They are trying their level best to prevent their students not to go wrong way with internet. However this is a burning challenge of the time for all the researchers/ educationists how to check our adolescent students from deviating the moral part looking obscene anatomy in internet.

**SUGGESTIONS:-**

Instead of spreading a long list of value we may have a common minimum programme of it irrespective Govt. & Pvt. Schools viz.

1. Punctuality
2. Truth fullness
3. Caring and sharing
4. Regularity
5. Practicing yoga and physical culture.
6. Taking care of plants / planting a seedling during birthday and anniversaries of parents.
7. Using eco friendly materials and develop an eco friendly attitude.

The NCF 2005 has revealed a lot of concrete things which closely links to values. No doubt we have good text books. Scoring good marks in exams is not all. The pupil must get a holistic development but in curricular and other curricular activities.

In an age of turmoil and crashing circumstances value education and its system candles a hope of light. Designing text books for students and syllabus for two year B.Ed Course in light of promoting values would certainly go a long way in meeting the challenge of education in the term of values. Once value is set any short of threat both internal and external are bound to vanish. The solution to every problem lies in education only. It is high time we kept pace with demand of the time at the same time carrying for sustainability.

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