Abstract
The Garo Hills which was known for its beauty and serenity, is now subsided with violence, atrocities, corruption, extortion, insurgency, militancy, kidnapping, unemployment, dropouts, and disruptions in the family life; other emerging issues like flesh trade, fraudulence and pathology of various kinds such as suicide, murder, theft, etc. Among the major problems the most outrageous is the militancy and insurgency. One of the possible reasons for this unruliness is ‘value erosion’. Hence, urgent need is to design some alternative intervening ways to inculcate value amongst the students. Value means ‘the worth of something’ (Cambridge Dictionary of Philosophy). Different commissions and committees have emphasized on the value based education, but it has been futile, hence, whom to level responsible? The answer is simple and clear. Our parents, educational system, present society, media, and leaders are to be blamed for their misguided priorities. Values need to be inculcated through government bodies, community workers, families, NGOs, religious organizations, schools, colleges, universities, etc. The approaches could be direct, indirect or integrated. In the schools every teacher need to function as a value educator. They need to be well acquainted with the methodology in imparting values. The success of school education needs to be judged on ‘test outcome’ and the ‘life outcome’.

1. Introduction
The Garo Hills which was known for its beauty and serenity is now subsided with violence, atrocities, corruption, extortion, insurgency, militancy, kidnapping, unemployment, dropouts, and disruptions in the family life, value conflicts, environmental crisis; other emerging issues like flesh trade, fraudulence and pathology of various kinds such as suicide, murder, theft, etc.
trade, fraudulence and pathology of various kinds such as suicide, murder, theft, etc. Among the major problems, the most outrageous is the militancy and insurgency. The situation is deplorable. Responsible factors are yet to be determined. One of the possible reasons for this unruliness is ‘value erosion’. It is the erosion of social values, political values, moral or ethical values, etc. M.T Ramji stated: "Man is the monarch of the external world of emotions and passions to a large extent. There is a crisis of character in our age, owing to deterioration of values in social, economic, political and religious spheres of life...In the midst of material property, there is a sense of frustration and gloom. In the midst of abundance we find poverty in a large section of society’.

The erosion of values practically in every aspect of human life is matter of great concern. For revamping eroded values which may be the eminent cause for various issues in Garo Hills, the need for value based education is felt.

2. Concept Of Value, Value Oriented Education And Value Education

Value means ‘the worth of something’ (Cambridge Dictionary of Philosophy). Value may also be defined as a thing which is good. It is associated with, or identified as something desired, motivational force, a Gestalt quality, a metaphysical entity or—within an ethical framework—whatever promotes individual life and human survival.

The Report of the High Level Seminar on Moral Education and the Report of the Working Group to Review Teachers’ Training Programme; reveals that a concept of value oriented education stands for education in more than one values i.e., physical, aesthetic, moral, and spiritual etc. As regards to the term ‘value education’ it means education in values. The expression is coined in the same way as those of ‘science education’ ‘moral education’ ‘value system’ etc. which respectively mean a value education in sciences, ‘morals’ or ‘moral values’ and a ‘system comprising’ of different kinds of values.

Value oriented education helps us to accept and respect the attitude and behaviour of those who differ from us. Value based education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a heightened level of perception. This leads to fulfillment of the evolutionary role in man and his life. Pandya (1959) studied the place of philosophical and practical values in Education. He suggested for a re-Organisation of the system of education with certain basic values for restoring harmony and poise into human life.

3. Recommendations Of Different Commissions And Committees

Several educationists in India and abroad have stressed the importance of promoting values through education. If education has a relationship with the meaning of life, then a proper value orientation of education becomes imperative. The Memorandum in the Post War Educational Development, 1944 (Sargent Committee Report), had observed that, ‘a curriculum devoid of an ethical basis will prove barren at the end’. The Religious Education Committee of the Central Advisory Board of Education (1945), had recommended that ‘spiritual and moral teaching common to all religions should be an integral part of the curriculum…’ The University Education Commission (1948-49), emphasised on incorporation of spiritual training in the curriculum. The Secondary Education Commission (1952-53) had observed that religious and moral instruction play an important role in the character development of children. The Education Commission (1964-1966) made significant recommendations on the value orientation of education. The commission emphasised values needed for social and national integration as an integrated and egalitarian society,
promotion of national consciousness, development of democratic values such as scientific temper, tolerance respect for the culture of other national groups. It stresses the need for inculcation of moral, spiritual values and self-discipline as integral part of modernisation and for working out a balance between knowledge and skills derived from science and technology, ethics and religion. It recommended inclusion of ‘education about religion’ which is different from ‘religious education’. NCERT in its publication entitled, ‘Documents on Social, Moral and Spiritual Values in Education’ published in 1949 listed 83 values. The Curriculum Framework for Quality Teacher Education (NCTE, 1998), Emphasised the need of inculcating values through teacher education programmes. The National Curriculum Framework for School Education (2000) has dealt with various issues related to education for value development at different stages of school education.

In spite of the recommendations of various Commissions and Committees value education could not gain curricular recognition and importance, due to prolonged debate and confusion over a number of conceptual and methodological issues.

4. Whom to level responsible?

If there are various Commissions, Committees, Policies, Acts etc., to emphasis on values but has failed than whom are we to level responsible? The answer is simple and clear. Our present education system, our family system, our present society, media, and our representatives (leaders) are to be blamed for their misguided priorities.

Today, we have lakhs of schools, thousands of colleges, hundreds of universities imparting education where students acquire some high degrees and become egoistic in the society (Jyoti Jindal, 2013). None seems to be concerned about value creation through education. Secondly, parents are to be responsible. Carried away by their blind love for their children, they blindly accept whatever their children do without bothering to correct them (Sathya Sai, 2006).

Thirdly, our society is also equally responsible in spoiling its children. Society respects only those persons who display their wealth and power. Persons with social values are being totally ignored. Fourthly, our media and the cinema are always presenting us the stories which show that men with values are suffering in life. No one is caring to teach the excellence of good culture and spirituality. Fifthly, our political leaders or so called representatives supposed to put up a role model.
But what they are known for; is cheating, scams, killing, jailed and bailed, throwing chairs and papers in the parliament, corruption, etc., is the clear picture of our degraded values system.

We have outstanding doctors who are into organ robbery, brilliant engineers whose bridges collapses soon after their bills are passed, teachers drawing salary for not teaching, accountants who rob government treasury by manipulation, civil servants who rule as emperors, politicians with fake promises. All of them are the best educated and trained but their intellectual dishonesty is horrifying. Hence, the need of development of values is very significant.

5. Strategies To Inculcate Values

How can values be inculcated? Are to be answered clearly, school alone cannot be held responsible for value inculcation. Value inculcation must permeate all sections of the society. Parents in the family are children’s first and most important teachers. Education is one of the most important values which the family possess (Henry 1961). The family has major responsibility for fostering values among the children. The family is not only the best conveyor of values but also the producer of values. The basic values such as social, moral, aesthetic and spiritual values must be inculcated by their parents at a very initial stage. So that by imbibing these values one can make good choices in life. Values reflect one’s personal attitudes and judgements, decisions and choices, behaviour and relationships, dreams and vision. They influence our thoughts and actions. They guide us to do the right things. ‘Values are set of principles whereby a conduct is directed and regulated as guide for individual and social groups’ (International Encyclopaedia of social science, 1968).

There is an urgent need to incorporate value education in all disciplines and at all levels of education, right from the pre-primary to university level. So that it will serve as a constant reminder in their lives to do good things in an ever changing world. The educational institutions (Schools, colleges, universities etc.,) should be the storehouse of values, fostering young people to become useful and productive members of the society. Choudhury, R. (1989), Reddy and Reddy (1992) & Bhat (1996), elaborated the concept of value education relevant to the elementary, school, college and university level, the objectives being the development of an individual, character-building and upholding of human dignity and self-respect.

There are various approaches, strategies and methods of value education. An alternative approaches to value education is visualised as: a separate subject (direct approach); an integral part of all subjects (indirect approach or integrated approach), mixed approach where it combines both value education as a separate subject and the integrated approach. The methods involve are; use of stories, parables, anecdotes, quotations and examples, use of media; value clarification, problem solving, discussion, essay competition, studying biographies of great man, organisation of morning assembly; prayer and exercise, service during holidays and outside school hours, parent-teacher meeting, celebration of festivals, community singing, observation of national and international days, leadership camps; organisation of special programs on value orientation, social awareness and sensitivity camps, communal harmony, world peace, organisation of various co-curricular activities including sports and games, creating aesthetic environment in school, National Cadet Corps (NCC), Scouts and Guides programme. In addition, value based school environment and the role models of the teacher are emphasized. The models of teaching which can be utilised in developing the various aspect of human values are Rationale Building Model (James Shaver), Consideration Model (Peter Mc Phail), Value Clarification Model (Sidney Simon,1978; Lois Raths & Merrill Harmin), Value Analysis Model (Coombs, 1971), Cognitive Moral Development Model (Lawrence Kohlberg),
Social Action Model (Fred Newman), Jurisprudential Inquiry Model (Donald Oliver & James P. Shaver, 1974), Role Playing Model (Fannie Shaftel & George Shaftel, 1967).

6. Role Of The Teacher In Value Inculcation

The teacher is the pivot of educational process, his role in value orientation cannot be minimised. Every teacher has to function as a ‘value educator’. The teacher must ensure that in the teaching of the particular subject or in dealing with pupils or while organizing activities, fundamental values like truth, love, right conduct, non-violence are brought out. The teacher should be well acquainted with the methodology of organizing programmes in the schools. It is essential that the teacher should follow professional ethics. Unless one is committed and dedicated one cannot be a good teacher. It is through the efforts of the teachers that the right values can be inculcated among the students. Hence, for the performance of this task the teachers themselves must learn to ingest the values in their own life style. Thus teachers should be the role model. Gage et.al (1967) is of the opinion that; ‘teachers have their own pattern of values. The significant aspect of the teaching learning process in the classroom is the transmission of value orientation from teacher to pupil...

The success of school education can be judge on the basis of two outcomes of schooling i.e. the ‘test outcome’ and the ‘life outcome’. The test outcome is the knowledge which the students have acquired during their courses of study. It is evaluated through tests or examination system. The life outcome is known by the development of an efficient, moral and well-meaningful person through the process of development. The teachers concentrate mostly on test outcome. It is therefore essential to explore and develop concrete devices for the incorporation of values in education.

7. Conclusion

At present, when mankind is passing through a crisis where social, moral, cultural and spiritual values are disintegrating, when religion is losing its hold, when power and knowledge are being misused, when nations do not trust one another, when corruption, barbarism, indiscipline, violence are fast spreading, when school fails to achieve educational objectives, when the family failed to develop the purpose of life, when the mass media is overwhelmed with wrong values, where disregard for everything old is the fashion of the day, it is essential that education should be value based. Education is an effective instrument in the hands of the nation to prepare its people to meet the challenges of the time, through development of right attitude. Response from the ruling authority, schools, family, community or society towards the implementation of value based education is the urgent need. Let us make Garo Hills free from turmoil and will not let it further be exploited. Let us reflect as one individual, what ‘I’ can contribute for better society.

8. References

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