Value Education for the Present Student Community

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Abstract
Values are those principles or standards, which help to better the quality of life. Values codify the dos and don'ts of behaviour. They form the basics of character formation and personality development. the values that spring from within or the core of the heart, like love, compassion, sympathy, empathy, tolerance, etc. lay the foundation for the external practiced values like honesty, discipline, punctuality and loyalty. the most important to remember is that "values are priceless, while valuables are priced." in today's fast paced competitive world, man seems to have compromised on his values, integrity and character, in a bid to earn, use and possess more and more of material wealth. As a result, we see rampant corruption, unlawful activities, inhuman behaviour and immoral consumption, which is slowly breaking the very structure of our society, nation and the world. Therefore, there is an urgent need to re-introduce value based spiritual education dealing specifically with human values", to redesign the fabric of our educational system. The basic values are explained through experiments in science and other curricular subjects and also through charts." true, children learn more by observation, perception, experience and intuition, rather than by being told or taught about values. They assimilate the codes of behaviour from the direct environment at home and at school, which eventually leads to the formation of character. Hence both parents and teachers, need to present themselves as role models, whom the children can look up to, for guidance. To be effective role models "self-realization" is the key, for it brings about an internal balance and harmony, which in turn is reflected externally by right conduct, character and personality. To achieve such a result we need to regulate our minds and purify our hearts by the constant practice of meditation. So, value based spiritual education must be made compulsory at school level, at least pursue and promote in higher education system.

Keywords: Values, Character Formation, Education System, Student Community, Self-Realization, Teaching, Learning Environment, Imbibe Right Attitude, Transformation, Achievement
**1 Introduction**

A child's mind is like soft clay and can be moulded to any desired shape. Thus, this is the right time and age to impart value education so that the right impressions formed in the child's mind will guide him throughout his life. Such life will definitely be based on moral and just principles. School is the common platform for all children coming from various backgrounds. In an interactive and learning environment of the school, where a child spends a maximum of eight hours of waking time, the human values can be easily evoked in him by making him "experience" and "live" the values. Teachers, in turn, present themselves as role models to be emulated. The basic approach to impart value education is "love". This is the most vital aspect to implement value education in three ways: the independent approach, the integrated approach, and the subtle approach. Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment, and develops students' social and relationship skills that last throughout their lives. The positive learning environment is achieved through the positive values modelled by staff throughout the school. It quickly liberates teachers and students from the stress of confrontational relationships, which frees up substantial teaching and learning time. It also provides social capacity to students, equipping them with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives.

**1.1 What Values are**

Values are principles that drive behaviour. They influence our actions and attitudes, and become our framework for living. They influence our relationship with ourselves and others. The wide range of positive human values encouraged in schools and colleges which include patience, respect, fairness, tolerance, respect, compassion and collaboration. Like riding a bike, values are learned through a combination of practice and instruction. Students learn what values are, how to recognise them, and how people react to them, equipping them with invaluable social skills and emotional intelligence.

**1.2 What Values are not**

Values education is not additional curriculum. It is not something teachers have to bolt on to an already full agenda. It is an approach that makes teaching the very full agenda easier. It is not a quick fix solution. Many people perceive values to be liberal and soft. In reality, they are exactly the opposite. They provide a clear awareness of acceptable behaviour, against which staff and students choices of behaviour are evaluated. Values help reduce the options for inappropriate behaviour.² It is not something expected only of students. Effective teaching of values is measured not by students' ability to define values, by its impact on their behaviour. For teaching of values to be effective, positive values need to be modelled by staff. A values-driven environment applies equally to staff and students alike.

**1.3 Why it is important**

In a Values-based school, children develop a secure sense of self. They become more empowered to take responsibility for their own learning. Research shows that children develop academic diligence when they are involved with a Values-based school. They develop relational trust. They become articulate and able to talk freely and well. Through silence, quietness and reflectional techniques of the Values-
based framework, children can understand much more deeply their work and their lives. From the social perspective, Values-based Education promotes effective learning and underpins the continuous improvement of personal, social, moral and economic wellbeing. It is an investment in individual capability and self-responsibility and its product, therefore, promises significant value to society.

2 Values-based Education works through

- **Values Consciousness**: Teachers think more deeply about their teaching and the values that they model both in and outside of the classroom. Students report how a values consciousness impact on their behaviour and actions, which become more altruistic.

- **Wellbeing**: In thinking about and enacting values, students develop self-worth, empathy and responsible personal behaviour. Evidence shows that Values Education has a very positive effect on students who are ‘at risk’, marginalised or disadvantaged. There is compelling evidence that wellbeing impacts are experienced by teachers, parents and families, and in classroom and across whole schools.

- **Agency**: Agency is the capacity of individuals to act independently, to make choices and act on them. The evidence shows that Values Education strengthens student agency when it involves various forms of giving, outreach and working in the community. For instance, through values action projects that allowed students to enact their values in a way that is personal, real and deeply engaging.

- **Connectedness**: Values-based Education builds positive and wide-ranging connections between teachers, students and parents. It supports student engagement in learning, improves parent engagement in their children’s learning and allows teachers to develop new relationships with their students, each other and the parents and families in their school community. This is done through shared goals and practices in Values Education, which leads to the development of mutual feelings of respect, trust and safety; and varied opportunities for collaboration. The research findings show that the values lead to improved behaviour in the classroom, school and home.

- **Transformation**: Change and transformation are at the heart of Values Education and is the result of teachers and students being urged to engage in continuous reflection on the actions they implemented in their schools. Key changes are seen in professional practice as well as personal attitudes, behaviours, relationships and group dynamics. Transformations are experienced and observed by teachers, students and parents alike. The data points to profound transformations in student learning. Students develop deeper understanding of complex issues and how these pertain to their own lives. Students and parents experience personal change and report changes seen in others.
Achievement: As a result of the above, many schools report improvements in a wide range of individual achievement, and academic attainment. Students report a deeper engagement in and connection to their learning and demonstrate an understanding of the responsibilities this entails for themselves and others.

3 Impact of Value education

Below is an extract of the findings from an academic study into the impact of Values-based Education. To download the full report from which the information is extracted, Values-based institutions emphasise values education in their curriculum and teaching. As a consequence students become more academically diligent, the school assumes a calmer, more peaceful ambience, better student-teacher relationships are forged, student and teacher wellbeing improves and parents are more engaged with the school. Explicit teaching of values provides a common ethical language for talking about interpersonal behaviour. It also provides a mechanism for self-regulated behaviour. An important outcome is a more settled school which enhances quality teaching and enables teachers to raise expectations for student performance.

Academic Diligence: Student academic diligence was enhanced. Students: showed increased attentiveness in class and a greater capacity to work independently; assumed more responsibility for their own learning; asked questions and worked together more cooperatively; took greater care and effort in their schoolwork; took more pride in their efforts.

Ambiance: The improvements in School ambience included: conflict among students decreased or was managed more constructively; students demonstrated greater empathy, honesty and integrity; more tolerant and cooperative student interactions; safer and more harmonious classrooms and playgrounds; greater kindness and tolerance among students; students actively seeking to include peers without friends; students taking greater responsibility with school equipment and routine tasks; students treating the school buildings and grounds ‘with respect’.

Student-teacher Relationships: The impact on student-teacher relationships was evidenced by: more trusting relationships between staff and students; the establishment of more democratic classrooms; teachers giving students more power by allowing them choices in learning activities; teachers being more conscious of scaffolding students to manage their own behaviour or resolve conflict with others; teachers seeking opportunities to acknowledge and reinforce appropriate behaviour; teachers listening to students and responding to their concerns and opinions; students perceiving that teachers treat them fairly; students behaving more respectfully towards teachers; students showing greater politeness and courtesy to teachers.

Student-teacher Wellbeing: The positive impacts on student and teacher wellbeing included: students feeling a greater sense of connectedness and belonging; students gaining a greater capacity for self-reflection and self-appraisal; students developing a greater capacity for regulating their own and their peers’ behaviour; teachers receiving collegial support and strong leadership; teachers obtaining confidence and knowledge through opportunities for professional
development and through staff collaboration; teachers re-examining their practices and role; the fostering of relational trust among staff and between teachers and families.

When Values Education is explicit, a common language is established among students, staff and families. This not only leads to greater understanding of the targeted values but also provides a positive focus for redirecting children’s inappropriate behaviour. Teachers perceive that explicitly teaching values and developing empathy in students results in more responsible, focused and cooperative classrooms and equipped students striving for better learning and social outcomes. When values are explicitly endorsed, acknowledged and valued within a school culture, it becomes incumbent on schools to ensure that staff, as well as students are both benefactors and recipients in respectful and caring interactions. The common focus draws teachers together to create a collaborative and cohesive school community which supports teachers to do their job more effectively. This has important ramifications for students’ academic progress and wellbeing.

4 Values in Higher Education

Knowledge is light, the guide in learning the way that leads life from falsity to truth, from ignorance to wisdom, from mortality to immortality and for that reason it is value. Since the dawn of culture and civilization in India, education, whether it is primary or higher, has always been a source of gradually cultivating wisdom by acquiring which a human being gets fitness for facing with the challenges of different stages of life and for dedicating to the welfare of humanity.

Higher education in India has never been a synonym of information and techniques acquired from books. There is a radical difference between education with and it without values of Higher Education. A terrorist’s may also be an educated person. He learns how to make atom bombs, rockets, computers and other techniques and their management but before learning the negative and positive values of his achievements he is driven away by some terrorist ideology. He uses his education emotively for destruction of the followers of other ideologies which he considers dangerous against his faith and then he is called a terrorist. But if he learns positives and negative values of his study, he may well understand the value of life and then he may disassociate himself from terrorist's activities which are not the part of his way of life.

Had knowledge not been value all scriptures, great books of religion, science, technology and tradition of education systems might have not been meaningfully significant for promoting the cause of life. A man is judged by the actions he performs to himself and to his fellow beings. If he performs his services only for his own self that is a disguise. These disguised values may help him in getting some temporary benefit in the society and in the state but overall he loses the meaning of his own life that makes him feel isolated and disappointed. Values in higher education make one's own life and the life of his fellow beings lively and meaningful. Is there any meaning of being educated if the educated man is still away from getting a way of life and redeeming from the disastrous and life-killing ideologies? The purpose of education is self-affirmation and not self-negation. It is the process of removing the self-negating ideologies in order of self-affirmation. In the process of our gradual journey from primary to
higher education two sorts of major changes, relative to our attitude towards values, occur in our life.\textsuperscript{7} They are external or bodily and internal or self affirming. External changes in the sense that the students bag degrees by fair or foul means and on that basis get higher job positions. During the job, they collect more and more money, Cars, Bungalows and manage academic awards and all that by having which they may exploit themselves and the society with the disguised repute but they fears to face the deep hollowness of their disguised selves. They ruin self to the extent of dissatisfied and meaningless life. In brief, the more they adopt the disguise premises of life, which are ultra virus in higher education, the more their leadership in system is fixed but in the same proportion they find deconstruction of self-affirming values.

Education must not be a system in which lion is compelled to behave like a wolf and the latter like a fox. It is a system of learning and acquiring merits, a system where the merit is cultivated and respected and respected. The leadership in higher education system must be decided by merit and not by political hobnobbing or disguise means. However, in either the leadership conveys message as to what sort of values it wants to. Understanding the changes of values in highly educated societies on the basis of metaphor of lion and wolf, I can say that the lion by training and qualities is fit to face the challenges of leadership in higher education, but lacks the qualities of cheating and snatching out the possibilities of others for which wolves are naturally fit. The wolves dwelling always around the lion learn the qualities of the lions and having additional qualities of cheating and snatching, they establish their supremacy in a system. As the values of wolves are not naturally assigned to lions, they take time 15 to 20 or more years to learn them and to regain the leadership. Thus changes in higher education are subject to the prominence and preference of the lions and wolves values respectively but the purpose of higher education must be to impart the lion's values and to cultivate them in such a way that they can face the challenges of the wolves.

Education is an obligation which the student knows only when he acts on for Higher education. He is indebted to all from whom he learns to live the life of a wise. His life could be human only if he realizes the occasions to pay off the debts he owes from the society. He is required to pay off the debts to seers, sages, parents and teachers and by doing welfare to those who are deprived and to his fellows for promoting the cause of the mother earth. Administrators and teachers all over the world are debating on the issue of reservations of teaching post for the members of deprived section of society. The policy of reservations of teaching post in higher education is against its spirit of imparting excellence to the members of deprived classes and takes away from selecting meritorious on the posts of excellence. Similar is the opinion on the time bound promotions to all teachers on the basis of disguised merit and documents. Posting and promotion to higher positions must be the rewards and it should look to the fellows as reward or return of values. The purpose of higher education is not to acquire skill of earning more and more money and higher posts in the system but to cultivate in a discipline of values for excellence and wisdom so that one can get fitness to serve the society and the nation in a better way to promote the cause of humanity in him and in the society as well. Now, the time is mature enough to good bye the corporate ideology for which any means that enhance capital is good. Money is value only when it is earned through honest and proper labour and distributed in proportion. One can realize money as
value only through higher education. It earned by wrong means is thievery, the way of a rogue. Without realizing the values of and in higher education one cannot lead a meaningfully satisfied educated life.

5 Imparting Value Education

Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also the knowledge of social conduct, strength, character and self respect. The greatest gift education gives is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self respect. Education is a continuous learning experience, learning from people, learning from success and failures, learning from leaders and followers and then growing up to be the person we are meant to be. Value based education is a tool which not only provides a profession but also a purpose in life. The purpose of life is undoubtedly to know oneself and be ourselves. Hence, it is high time to reconfigure education on the basis of values, since the present day’s system moulds technocrats and individuals but not citizens. An individual thinks about himself, whereas the citizen thinks for society. Elders and teachers should articulate the need to understand the value of human life and the necessity for students to understand the purpose of education respectively. Value based education is a three-fold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects, physique, mentality and character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these.

5.1 Greatest value

Remembering God was the greatest value that one could possess in his or her life. It is God, the supernatural power, who guides a person in the right direction but not science and technology. A human being is salt of the earth and stand first in society. He is one of the most complex living organisms whose behaviour is most unpredictable. A docile person may become a roaring tiger when provoked. He suffers from moods, anxiety and tension. A reasonable person may suddenly become a very difficult person to deal with. That is why some discipline in life or in an organization is a must. A person must be respected for his knowledge and not for his chair. Educational institutions should bind to nurture values, scruples, ethics, moralities and decencies in the student career. An educational institution is a sacred place where the builders of the nation produced.

5.2 Imbibe right attitude

Students should imbibe innovative and creative thoughts and adopt the right attitude towards the assigned job and practical oriented subject concepts, as these qualities would enhance their scope to gain lucrative employment. Students would become committed individuals to put their heart and soul into the work on hand. A simple stone becomes a great piece of art at the hands of these craftsmen. Educational institutions should inculcate the practice of crafting innovative and creative thoughts in students mind which essential for individual, society and nation development. They should provide a friendly atmosphere that minimizes conflicts and rigidities.
5.3 Interaction
Students not only exhibit their talents and skills as young managers and in resolving financial challenges, decision making and innovative thoughts with creativity in promoting a product or service in the realistic employment approach, but interact with each other. Industry-institute, society-institute, government-institute, and media-institute interactions are providing best ways to mingle one another and sharing views towards nation development.

5.4 Motivation
One man can take a horse to water but twenty men cannot make him drink! An organization may provide the best tools, machines and materials for working. But if the people are not motivated, the final product is likely to be of a poor quality. On the contrary, if someone is dedicated to his work, then he may even overcome the limitations of tools and other inputs required, to turn out quality products. An organization is built on four pillars: technology, organization, information & communication, and motivation. Lacuna in any of these factors can prove detrimental to the efforts of the organization. While the first three factors are easily understood, motivation remains an esoteric science to many people. Theories suggesting human motivation are like different routes to reach a certain destination. What makes a person tick has not been satisfactorily explained, though the motivational theories and studies have attempted some logical explanation.9 Basically, a person wants to be treated as a human being with dignity. He wants the right environment to work out solutions to the problems himself. Students should get motivated towards their deeds in their educational career. Motivation is the stepping stone of character building. Self-motivation in any work makes the task ease and one can reach the targeted goals by overwhelming impediments. Educational institutions must cultivate the practice of conducting motivational classes to the students on regular schedules.

6 Thumping challenges
Students’ beliefs about their ability to learn are shaped by messages and experiences at home, at school, and in the larger society. Low expectations can be subtly communicated by parents and teachers, and through school practices such as tracking, ability grouping, or curriculum that is not challenging. Students should take up thumping challenges in the career and work for innovations and development of the nation. They should think globally and act locally since the future of the country entrusted in their hands. They should get trained in facing challenges from all fronts. Challenges posed from internal and external environment can be confronted with a good character and career development.

6.1 LSRW skills
There are four basic skills – listening, speaking, reading, and writing. Effective LSRW skills are essential for good communication. Usually an interpreter has to emphasize on speaking skill, whereas a translator’s forte is writing skill. Spontaneous translation at international meets where different languages have equal status calls for good listening and speaking skills. Students should enrich these skills at educational institutions and make use in real life as and when necessary.
6.2 Extra-curricular activities

According to a recent study, students involved in extra-curricular activities are more likely to become leaders and good team players, while being outspoken. Co-curricular activities surely help students discover their latent talent. Most students are good at multi-tasking in an informal way, but find it daunting when they are actually on the job. It goes without saying that college life is full of stimulating and fascinating experiences. Out-of-class activities surely spur growth and personal development. College is definitely the right place to hone skills in myriad activities, such as sports, music, dramas and debates. Being a dynamic member of an NGO or a theatre group only adds to credentials. Whatever one chooses, it should be something he or she is passionate about in order to excel. Learning to stick to an activity is equally important. Being committed to an organization, even if it is not what it turns out be gives valuable lessons to learn. A perfect blend of extra-curricular activities, academics and social life should be considered by all students alike.

6.3 Girl's education important

Female education is a catch-all term for a complex of issues and debates surrounding education (primary education, secondary education, and tertiary education and health education in particular) for females. It includes areas of gender equality and access to education, and its connection to the alleviation of poverty. Also involved are the issues of single-sex education and religious education, in that the division of education along gender lines, and religious teachings on education, have been traditionally dominant, and are still highly relevant in contemporary discussion of female education as a global consideration. Today, in the developed world, women have surpassed men at many levels of education. For example, in the United States in 2005-06, women earned 62% of Associate’s degrees, 58% of Bachelor’s degrees, 60% of Master’s degrees, and 50% of Doctorates. Higher rates of high school and university education among women, particularly in developing countries, have helped them make inroads to professional careers and better-paying salaries and wages. Education increases a woman’s (and her partner and the family’s) level of health and health awareness. Furthering women’s levels of education and advanced training also tends to lead to later ages of initiation of sexual activity and first intercourse, later age at first marriage, and later age at first childbirth (and an increased likelihood to remain single, have no children, or have no formal marriage and alternatively, have increasing levels of long-term partnerships).

It can lead to higher rates of barrier and chemical contraceptive use (and a lower level of sexually transmitted infections among women and their partners and children), and can increase the level of resources available to women who divorce or are in a situation of domestic violence. It has been shown, in addition, to increase women’s communication with their partners and their employers, and to improve rates of civic participation such as voting or the holding of office. Girl child education is pivotal to usher in all round development of society and the nation as a whole. Sustained efforts to bring attitudinal change among parents towards girl child education and ensure improved access for all girls to education,
especially in rural areas are inevitable. Education of girls has been a high priority with the Government of India. The National commitment to provide free and compulsory education to all children in the 6-14 years age group is now a Fundamental Right of every child in India after the passing of the Constitution (86th Amendment) Act in December, 2002.

6.4 Hallmarks of a true student
Man should stand out as a seeker of truth. The student should practice the truths he has learnt and use them for the good of the society. Citizens may be interested in students’ problems, but students should not get involved in the citizens’ politics. Students should aspire to promote the nation’s well-being, its security and happiness. Selflessness, absence of egoism, unostentatiousness and true love should be the hallmarks of a true student. A student’s life should radiate light all around. Vidya means light. It is to make this illumination available to the world that students should pursue education. Students should desire to enjoy the bliss derived from Vidya (education) and not the pleasures of Vishaya (worldly objects). Students should aim at being masters of their senses and not their servants. A man may be a great Vedantin (philosopher). He may explore many things. He may expound new theories. But he should really, try to find out what he has accomplished as a human being. Without the cultivation of human values, all explorations and speculations are of no use. Today the educational system, not only in India but in all countries, has taken the wrong turn. No single person is responsible for this situation. Parents have failed to bring up their children properly. The nation’s leaders do not set them a good example.11 Even teachers have failed in their responsibilities. When there are exemplary parents, exemplary leaders and ideal teachers, students would be ideal students. Students, who are selfless, pure-hearted and innocent by nature, are being dragged into politics, their minds are getting fill with bitterness and hatred and their hearts are getting polluted. Students in no circumstance should get into politics. After completing studies, one can take up a job or start up a business, or may take to politics. In entering politics one must do so to serve the nation and promote its welfare and integrity.

7 Responsibilities

7.1 Teacher’s responsibility
Good teachers understand the concerns, aspirations, proficiency and limitations of teaching. At one side teacher develops his knowledge quality and reengineer academic excellence from time to time to enhance and sustain of quality in education. Quality teachers edify quality education from all fronts. Apart from imparting education, the teachers should treat their students with affection on a par with their own children to help them grow into integrated personalities of nation building. A feeling of love and being loved by others, keeping in mind that a human being is a social animal, keeps a person going at the workplace. A person wants to be loved and respected to boost his ego. He does not want be a mere “face in the crowd”. He wants to be tall and tower among the crew by achieving excellence in his work and other fields too. This is all done with motivation. Teachers should enhance the thrust of motivation in doings and deeds of students in all spheres. Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behaviour.
7.2 Parent’s responsibility

Gone are the days more people chase behind few institutions for better education. Now the wheel come its full circle. Getting an engineering admission is not at all crucial. People have more options to select the best institution as per their desires. Many established educational institutions run after the people with lucrative packages for their patrons. At this competitive corporate environment, parents are in scuffle to take precise decision over acquiring good quality education to their children. Ignoring the fact that parents are key and immediate persons who influence the entire career of their children, most of the parents are in search of good institution. More than these, parents should churn their children career by providing healthy environment at home with spiritual blend. The community and the parents must take keen interest in the education of children. Education is the foundation upon which we have to build the society. It has to be the first social priority. It is an investment, which has the biggest multiplier.

7.3 Government’s responsibility

It is the prime responsibility of the government to enforce policies towards ethical education in higher education. Education policy in the light of value-based education should be enforced in the nation. It is quite evident that most of the advanced countries are following world class standards in providing quality education. In India, the value system in higher education is not so satisfactory. All barriers in value-based higher education should be eradicated on war foot measures. Imparting higher education focusing innovative and creative skills is immediate concern for government in the era of globalization. Government agencies should enlist the support of local community to enable a girl children access the residential education facilities provided and carve out a bright future for themselves and their families.

8 Adoption of teaching technology & Criteria for quality education

Good criteria for quality and quality sustenance would half success in imparting value-based education.

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<th>Intellectual Quality</th>
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<tr>
<td>1</td>
<td>Deep knowledge , Deep understanding ,Problematic knowledge , Higher order thinking , Meta language, Substantive communication</td>
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<td>2</td>
<td>Quality learning environment</td>
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<td>Explicit quality criteria ,Engagement ,High expectations , Social support ,Student’s self-regulation ,Student direction</td>
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<td>3</td>
<td>Significance</td>
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<td>Background knowledge ,Cultural knowledge Inclusivity ,Connectedness , Narrative</td>
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There is a paradigm shift in teaching-learning process from conventional teacher centric to student centric approach. Teachers expose to feasible technological options and the appropriate pedagogical strategies for gainful adoption of digital technologies for teaching-learning processes. Faculty members should accept this change to improve learner performance and satisfaction. Therefore, adoption of teaching technology
is the right direction in this information age. Education through Information and Communication Technology (ICT) is also the national priority to increase access and equity especially in higher education. ICT is just a tool of teacher-learning process. By using this aid teachers get equipped with latest updates and changing tendencies in their respective field and blend with spiritual touch certainly prudential for building right citizens.12

9 Conclusion

Teachers are builders of the nation. Students are icons of the future. Educational institutions are sacred places. Students cherish their career in the wake of moral values with spiritual blend, innovative and creative talents and skills at the educational institutions along with emphasis on extra-curricular activities which are very essential for a person’s physical and psychological growth and development. Girl child education is inevitable in countries like India since it cope the family, society and nation at large for generations together. Teachers and governments, parents should feel responsible towards making the right leaders for tomorrow. Above all the role of educational institutions is inexorable in imparting value-based education at large to make superior human capital. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, value education has a profound positive content, based on our heritage, national goals, and universal perceptions. It is true when we understand someone else's feelings, needs or ideas; we step up on the ladder of respect. Present student community has to “Always aim at complete harmony of thought, word and deed. Always aim at purifying their thoughts and everything will be well.”

10 References