



Resurgence of Interest in Value Education for Inculcation of Values in Students

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ABSTRACT

Values are important as they bring quality to life. They guide human behaviour. Values permeate all aspects of human thought and actions. Values are the guidelines that each society lives by. Without values we cannot visualize a perfect and ideal society. The modern industrialized societies are experiencing the serious erosion of values. Few reasons are breakdown of joint families to nuclear families, single parenting, working mothers, loosening of parental control, role of TV & social media, effect of westernized education, lack of moral and religious education etc. The deterioration of values is creating many serious social and ethical conflicts in society. Life will be chaotic and disastrous in the absence of values. Swami Vivekanand has rightly said, "Excess of knowledge and power, without holiness, makes human beings devils." Therefore, a coherent and an operationally viable value system should be developed.

Man-value-education is a sacred triangle-where education is a vital medium to inculcate, values in students. Education is a subject of prime importance to the country's progress. Parents and teachers make maximum impact on the personality of a child. Not only the teachers in charge of moral instructions but every teacher whatever subject they teach must necessarily accept their responsibilities for building character of the students. A comprehensive programme of value education is imperative in order to preserve, maintain and advance the position of our country. The entire process of education should centre on values. Several committees and commissions have been formed. They gave a number of suggestions in favour of value education.

Values are a lifelong quest and must be inculcated in children at home by the parents, in school by teachers, peer group, media and society at large. The present system of education needs to be focussing on giving value education in its true sense because education without values is a waste of money, energy and time. Education is thus the means to achieve the goals of progress and prosperity.

Keywords: Values, Value Inculcation, Value Education.

There are certain aims of human life and to achieve them certain notions have been framed. These notions are called values. Values are important as they bring quality to life. Anything that has a quality and is useful for the society becomes a value for it. "Values are the ideals, beliefs or norms which a society or the large majority of a society's members hold." (Kane, 1962). They guide human behaviour and help in making decisions about choices. These values are a set of desirable behaviour and occupy a central place in people's life. Following some values is always good for the individual and also for the society as they are the guidelines that each society lives by.

The word 'value' has been derived from the Latin word "valere" which means valiant or strong and vigorous. Values are everything from eternal ideas to behavioural actions. While defining values it is said that values are reasonably permanent identification of the individual with ideal human actions. German philosopher Eduard Spranger believes them as deeper layers of human personality, character and action developed in interaction between inherited structure and environmental situations. Among several definitions given to 'value' the one provided by Rokeach (1973) is probably the most concise. He defines values as "an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse

mode of conduct or end state of existence.” Values are those things that really matter to each of us. They permeate all aspects of human thought and actions and affect their decisions and actions.

Values refer to a wide range of motivational phenomena. They instil a sense of humanity into all aspects of our life and give strength to a person’s character. They provide the underlying meanings indicating what is desirable and beneficial for people. Values are the most integral part and the dynamic force of the society because without values we cannot visualize a perfect and ideal society. Moreover, values help in sustaining the society and its culture and present a true perspective of the development of any society or nation.

The Values Crisis at Present and its Causes

Values can be said ‘the heart of any community’. They are necessary for day-to-day life but unfortunately, the modern industrialized societies are experiencing the serious erosion of values and this crisis is being noticed in every sphere of human life. There are several reasons of the deterioration of values in our present world. The sweeping changes in political arena, in social and economic spheres have overtaken human civilization during the past few centuries. Personal greed & selfishness, indifferences to others, growing corruption in almost all spheres of life personal and public, economic & political, moral & religious etc. are also causing value deterioration (Prahallada, C.K. 1994).

Among other factors largely responsible for the predicament of people today are lack of respect for elders, disrespect for authority, breakdown of parental control of children in families, disregard for rules and regulations, crime and corruption, abuse of alcohol and drugs etc. The gap between the material and spiritual progress is another important cause of the present value crisis.

One cannot ignore the harsh reality that television, computers and now mobile phones have a frightening control over our lives. Every possible deviation of human character is portrayed on TV and on other social media platforms. The hours children spend in front of these machines are tremendously influencing their tender minds.

The overall crisis of values has left a negative impact not only upon the mindset of the student community but also on the society at large as well. The youngsters have fallen in the clasp of dishonesty, insincerity, lack of punctuality, disrespect for elders and even for the sanctity of human life. Disregard for work culture and entrepreneurial activities, greed for earning money, and wealth by easy and foul means, lack of patience, student unrest, absence of value of true leadership, loss of compassion, absence of sensitivity, and zero concern for the people around them are resulting in a plethora of anti-social activities.

The unimaginable scientific and technological advancement has resulted in a complete change in the lifestyle of people. But despite of all the spectacular achievements in science, man is not happy and contented. Self-centeredness, egoism, immorality, frustration and violence are rampant everywhere. Modern age of science and technology has created certain evils like industrialism, mechanism and materialism, over-emphasis on wealth power and consumerism. These all are attributable to the fall in moral values in modern times. Technology is being used in gun culture, producing weapons of mass destruction endangering the very existence of the human race instead of using it for the betterment of human life. The result is the erosion of human and moral values which is causing the decay of moral and social fabric of societies at a speed never witnessed so far. Sterling argues that, “We are educated by and large to ‘compete and consume’ rather than to ‘care and conserve’.”

Need and Importance of Value Education

Whatever be the cause of present value crisis, we must create the proper social order keeping in mind that the individual does not become complete only by achieving economic prosperity (Dr. S. Radhakrishnan). He further emphasized on the necessity of value education. Sri Aurobindo also opines that moral or value education is essential. In Indian culture morality, values and character are given great importance as they guide mankind. It is felt that values are like a medium within which individuals develop and mature. In ancient India the education was based on tapa, tyaga, namrata, and brahmacharya and pupils worked under the guidance of guru. All these things made their life meaningful. Today, we ourselves do not know, where we are going to and where we are leading our pupils.

Thoughtful people are greatly disturbed by the progressive erosion of values pervasive in educational and in other organizations too. They worry about the declining values of the younger generation ‘the future nation-builder’, which is creating many serious social and ethical conflicts in society. Therefore, a coherent and an operationally viable value system should be inculcated in students right from the childhood through educational process. And this process should have a rational, scientific and moral approach to life.

Today we expect our children to be perfect in all spheres of life. But the education being imparted to them is solely limited to what Sri Ramkrishna characterized as ‘Education for bread and butter’. We must rather give our children a life-building, man-making, and character-making education. It is evident that only academic knowledge devoid of any values will prove to be creating lop-sided personalities who may have huge material possession, but will be poor in self-understanding, peace and social concern.

The main objective of education is holistic development of students with a well-balanced personality. But now-a-days an undue emphasis is laid on information and surface knowledge only just for the sake of their intellectual development. It should be understood that education is not mere accumulation of information. It should have an assimilation of such ideas that are essential for building character. Swami Vivekanand has rightly said, "Excess of knowledge and power, without holiness, makes human beings devils." Life will be chaotic and disastrous in the absence of values leading to unspeakable danger. In this scenario the value-oriented education only can bring a change in the nature, vision and thought, character and conduct of students and can minimize problems. The value education only can sift, understand and finally shape anyone as a noble person.

Man-value-education is a sacred triangle-where education is a vital medium to inculcate, foster and perpetuate values in students. Teaching the facts (sciences) makes them wise, but teaching of values makes them truly humane. Therefore, students must not only be taught academic subjects in school, but values as well. Teaching values will definitely mould their conscience with nobler thoughts and will lead them towards finer living. The value education obviously constructs the long-lasting bridge to abridge the invisible gap between the very objectives of education, i.e. learning and doing. N. K. Dutta has remarked, "The values are the pillars of meaningful life and education is the tool which can bring a change."

The scope of value education is equally broad as life is. It permeates all aspects of human life. The chief aim of value education is to achieve maximum human resources development to improve the quality of life. The teaching of values will make humans humble, loving, sincere, and honest about their work and for the people around them and will help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Value education can definitely provide possible solutions to challenges that are being presented by the complex, dynamic and global world.

Recommendations of Various Committees & Commissions

Education is unquestionably a very important subject for a country's progress. Our nation is going to be what the young people at school, college and university today will shape it. The edifice of our nation's future largely depends on the stability of the foundation we are laying today through the education and skills our youth receive. Several committees and commissions were formed from time to time by the governments of the country. They gave a number of suggestions in favour of value education.

University Education Commission (Radhakrishnan Commission, 1948-49) recommended to civilize the human heart and building the values by suggesting and persuading or by posing personal example but not commanding or imposing. Secondary Education Commission or Mudaliar Commission (1952-53) suggested that education must cultivate in our youth an openness of mind and largeness of heart to make them capable of blending into a harmonious pattern difference in ideas and behaviour. Committee on Religious and Moral Instruction (Sri Prakash Committee, 1960) said that a nation that deprives itself of the old bonds that kept men together and only concentrates on material things would be like a body without a soul. Education Commission (Kothari Commission, 1964-66) expressed its concern on the lack of values in the school curriculum and considered it 'a serious defect'. The commission recommended to make a specific provision for values inculcation in school programmes. National Policy on Education (1968) recommended that a radical reconstruction of education should be done on the lines of cultivating moral and social values that can produce 'young men and women of character and ability, committed to national service and development'. National Policy on Education (1986) pointed out that education should foster universal and eternal values. The Review Committee (1990) went farther and suggested that education must provide a climate for the nurture of values, to enable the individuals to act with conviction and commitment. Core Group on Value Orientation of Education GOI (1992) explained that the inculcation of universal human values is the key to the development of human personality.

The National Education Policy-2020, also envisions that the curriculum and the pedagogy both should develop in students "a deep sense of respect towards the Fundamental Duties and Constitutional values" and bonding with the nation. The Policy says that the objective of education, should be creating holistically developed personalities of individuals along with the 21st century skills.

A high-level seminar on 'Value-Oriented Education' was organized by the NCERT at Shimla, in 1991. The main recommendations made were having an integrated approach in the value-oriented education programme, in a comprehensive manner across the nation. It further recommended that parents should also be involved in the value orientation programme.

How to Impart Value Education

Now, the important questions arise- how to impart values to our children? What is the right time to inculcate values in them? How can we impart value education to our students? Are teachers solely responsible for inculcating values in students? Are the parents, the family or the community in which a child is born not responsible to give some values to him/her at home in the early years? Yes, they all are responsible. Home is the best school and mother is the best teacher (Montessori). Parents and teachers play a big role and make maximum impact on the personality of an individual. Therefore, the value orientation should be done from the

early stage starting from home so that it has a lasting effect on the future conduct as an adult. It is the prime and sacred duty of parents to guide the child and develop proper samskaras and attitudes from childhood in his/her progressive path by demonstrating the appropriate behaviour through their actions. Children observe the behaviour of their parents and imitate them. Parents may adopt various types of strategies for inculcating values in their children. But they must treat them with 'iron hands in velvet gloves'. The values thus inculcated in the formative years of life remains all through the life.

The school comes next. It has an important role to play in inculcating the desired values in the pupils by organising various curricular and co-curricular activities. Unfortunately, with increasing academic pressure, plenty of activities, media involvement, change in social life style, one is left with little time to inculcate the basic human or moral values in time.

There is no denying a fact that a teacher plays a very important role in moulding the behaviour of the pupils in desirable manner that are at par with the social aspirations. But the role of a teacher is becoming very challenging in the present social scenario. Classroom teachers face problems of disobedience, lack of respect, abusive demeaning language, low self-esteem, lack of self-motivation and low self-confidence.

Teaching is not merely a job; it is an attitude. Teacher is not only a transmitter of information or a guide, a mentor or a motivator but a teacher is a surrogate parent also. Teacher plays the role of a transmitter and interpreter of values in the societies' cultural traditions of the past. A teacher who respects the values of society, can only lead a society

by demonstrating those values. The teacher acts as an agent of the society keeping in view as John Dewey said: 'to make each one of our school an embryonic community life, active with types of occupations that reflect the life of the larger society and permeated throughout with the spirit of art, history and science'. Furthermore, it is not only the duty of the teachers in-charge of moral instructions who are responsible for building character. Every teacher should accept this responsibility irrespective of subjects they teach.

Another important component is the curriculum. There has been a paradigm shift in the curriculum in last few decades. We have drifted towards westernised education leaving behind our rich traditional values. Our present education system is lopsided. It imparts knowledge and skills to pupils at the theoretical level that caters to their intellectual needs only. If we want that our dilapidated value system is restructured and saved from decaying further, it is necessary that we make some adjustments in the existing curriculum so that it can cultivate some basic human values in the pupils. A comprehensive programme of value education is imperative in order to preserve, maintain and advance the position of our nation. The school assembly, the curricular and cocurricular activities, the celebration of religious festivals, work experience, team games & sports, subject clubs, social service programmes- all these can help and inculcate the values like cooperation, discipline, honesty, integrity, mutual respect and above all the social responsibility.

Values are closely related with the aims and objectives of education. The entire process of education should centre on values. In a value-oriented education system the values should be at its centre and they should constitute a centrifugal force with full control over the objectives, content, methodology, and management of education. In such a system the benefits of education will not be confined to the four walls of the classroom but will reach beyond to the adult population.

Instructional strategies and designing of evaluation techniques should be well-thought of and properly planned so that they lead to the spontaneous development of desired values. The values should not be inculcated through the restricted procedural control rather free and frank discussions about values should be planned and organized. It will feed their curiosity and will make them aware of imbibing those values. They will be more self-reliant to uphold their personal as well as social values.

Weissbourd et. al. (2013) suggested that school can groom values in students by prioritizing student-teacher relationship. The students should be given opportunities to practice skills, by putting them in leadership roles, by using disciplining strategies, by conducting regular assessment for values and by dealing with issues intelligently.

Therefore, values are a lifelong quest and must be inculcated by the influence of a complex network of environmental factors such as home, parents, school, teachers, peer group, country, media and society at large.

Conclusion

Despite the advances in the modern sciences and technology the society is grappling with multitude of problems. In fact, with all the advances the problems have increased. This is because mankind has digressed from the real path. In this fast-paced world with unprecedented changes occurring in society our values have undergone a sea change. Now

we accept that the ultimate disease of our time is valuelessness. India is very well-known for its rich cultural and spiritual heritage. "The ancient Indian Scholars assumed that mere intellectual achievement has no importance if they lack proper urge and character. In their view the only important thing was good behaviour. According to them good behaviour was supreme religion." (Joshi, 2012). But today the scenario is different. Hence, revamping the entire system of education is the urgent need of today.

Though the need for value education has been felt and expressed since long in India, as in other countries of the world; but very little is being done in this regard by way of any specific action. Value education merely by

cognitive precept, even though it is essential, is not enough. The present system of education needs to be focussing on giving value education in its true sense because education without values is of no value.

Since value orientation is an ongoing process; imparting of value education should also be ongoing. It clearly means that it should continue from pre-schooling to primary, secondary and even at higher levels of education. Developing humanistic cooperation and establishing & maintaining peace along with the progress should be the major objective of education at all levels. The main aim of value education is to imbibe essential values in students to make them emotionally stronger so that they are able to manage complexities of life successfully and can help civilizations to sustain and develop. Education is thus the means to achieve the goals of progress and prosperity.

Value development is not an activity that can transform an individual's personality all of a sudden. It should be developed systematically through planned efforts. Parents and teachers both should appreciably teach values. Teachers must take the responsibility for being the most effective catalyst for social change. Educators and policy makers should strive to develop a quality education system that satisfies the needs of the individual and society.

In the 21st century, the era of science and technology, it is not possible the reversion to the Gurukul system. But some remarkable reforms in the lopsided education of the present times can be introduced and attempts can be made to equip our students with necessary skills of the century amalgamated with the values for developing well-integrated personalities of our individuals.

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