



## **REVITALIZING EDUCATION IN INDIA: INTEGRATING VALUE-BASED CURRICULUM AND EMPOWERING TEACHERS THROUGH THE NEW EDUCATION POLICY**

**Divya Bansal**

Assistant Professor, Hindu Kanya Mahavidyalaya, Jind, Haryana

### **Abstract**

Value-based education is aimed at creating a stimulating and responsive learning environment for students by integrating values into the curriculum. This approach not only promotes high-quality education but also fosters the holistic development of each child. Teachers play a crucial role in instilling values in students, and developing the necessary skills is crucial for effectively integrating values into the classroom. Understanding the principles and objectives of values education enables teachers to establish an effective learning environment for this purpose. This article offers practical suggestions for developing a value-based curriculum that leads to high-quality education. It also highlights the importance of teacher training in preparing them to become effective values educators and achieve better outcomes in this area.

### **Keywords:**

Education, Value Based Education, Skill Development, Classrooms, and Teachers' Training.

### **Introduction**

To create a positive learning environment and promote quality education in the 21st century, it is pivotal to incorporate value-based education in the curriculums of schools. Implementing value-based educational programs in schools around the world has highlighted the significance of holistic student development. However, teaching educational values can be a more daunting task than teaching subjects like mathematics or science.

Value-based education is an approach to teaching that aims to impart educational and cultural values to students. Its goal is to promote multifaceted human development that encompasses intellectual, physical, spiritual, and ethical growth. By instilling these values in students, value-based education helps to shape them into responsible and compassionate individuals who can make positive contributions to society.

A value-based curriculum includes a wide range of values that are deemed essential for holistic development. These values may include collaboration, responsibility, joy, clarity, togetherness, peace, respect, love, sensitivity, honesty, humility, and independence. By emphasizing the importance of these values in the classroom, students are encouraged to adopt them in their personal lives as well.

The primary objective of holistic education is to equip students with the skills and knowledge necessary to confront academic and life challenges. Through innovative solutions and critical thinking, value-based education helps students to develop the necessary skills and attitudes to overcome obstacles and achieve their goals. This type of education also emphasizes the importance of a healthy mind and body, as well as the significance of ethical and moral principles.

Numerous studies have demonstrated that value-based education is a comprehensive approach to educating students. It provides a nurturing environment that fosters the development of the body and mind, helping students to become well-rounded individuals. In conclusion, value-based education is an essential tool for promoting positive human development and should be implemented in all educational institutions. According to some educationalists, an individual's moral values develop naturally during their time in school and after exposure to society. They may attempt to adjust their behaviour based on the group's needs and the established standards and guidelines accepted by that group. However, this theory fails to explain why two individuals in similar circumstances may make different adjustments. While positive and negative changes can be considered values, negative or opportunity-based modifications are merely improvements. Therefore, we can infer that social experiences gained during school are insufficient to instill values in children because individuals do not always react similarly to the same situations. This suggests that values are concepts that must be presented in moral development, which includes both moral thinking and moral behaviour. A moral person does the right thing not only for the right reasons but also for the right purposes. [1]

### Types of Values:

Generally, values can be categorized into four types: sociocultural, psychological, spiritual, and intellectual. These four types can be further subdivided into eight specific types of values, as listed below:

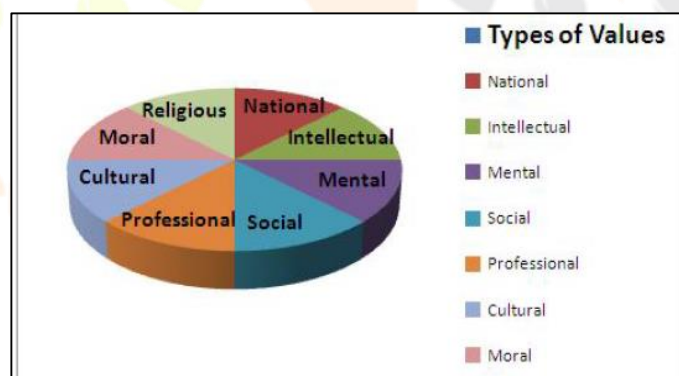


Figure 1: Types of Value [2]

What is the definition of a value? Men live by values and are willing to forego pleasures, facilities, and even their lives to protect them. Raghu KulTulsi Das explains the dominant characteristics as continues to follow:

*“Raghu Kula Rita SadaChaliAaie  
PranJaay Par Vachan NaJaaie”*

This is the preeminent principle in Indian philosophy. International Encyclopedia of Social Sciences defines values as "a set of guiding principles through which a conduct is guided and enforced as a guide for individuals or social groups" [3]

Knowledge can be gained from anything; a knowledge-based education system is preferable to a score-based system; this will increase student interest. This will help to alleviate mental stress and a sense of burden. Education must affect all aspects of human life. It is critical to teach about maintaining good physical and

mental health during the learning process. Students must also be encouraged to take risks and prepared to face them. Improving a student's interpersonal skills is critical. Some people may be interested in participating in an activity, but their lack of courage, fear of crowds, or shyness prevents them from doing so.

We cannot say that the evaluation system is flawed, but it should not be limited to exams alone. The main thing that every student must understand is the importance of education, that having an educational qualification is required in any field, but the problem with the system is that it focuses primarily on the marks obtained by students rather than the skill that one possesses. Students will be disinterested in a system based solely on grades; they may regard it as a burden. This will put pressure on students, potentially leading to mental stress and, as a result, suicide. This is not a problem with education; it is a problem with the educational system. Instead of focusing solely on grades, evaluation should also include participation in class and project work. This will aid in the development of interpersonal and communication skills.

## Review of Literature

Education is important to instill values in students, yet the current educational system often prioritizes knowledge and skills over values (Burra, 2007). Neglecting ethical values has led to ineffective, shallow, and hollow learning. To cultivate good values and goals, teachers and students must work together and collaborate. The purpose of education is to nurture the personality of the next generation, which is a remedy for many of the challenges that we face today. It has the potential to ignite a widespread recommitment to living a principled life, which is crucial. Truth, action, interdependence, appreciation, harmony, and peace are values that combine the profound moral insights of ancient civilizations in a balanced manner. [4]

Teachers help young people cultivate a love of learning and aspire to become responsible citizens. In today's world, adolescents need kindness, adaptability, moral strength, resilience, and supportive surroundings more than ever before. According to Cavazos (2002), values which get inculcated in students during teaching in schools prepare them for life and its upcoming hardships. The author argues that values-based education enhances the quality of education. Values can be either helpful or harmful depending on the situation, and a values-based curriculum emphasizes critical thinking, weighing options, identifying consequences, and finding solutions that promote positive outcomes and healthy living. Schools and teachers should acknowledge the essential role of families and parents in fostering character education while balancing academic success (Cavazos, 2002). Through collaboration with parents and integrating values, value-based programs help schools and teachers create the best learning environment for their students. [5]

In the present world, the importance of value-based education is widely acknowledged. However, it is observed that many teachers today focus only on covering the curriculum and producing academic outcomes, rather than developing their students holistically. Unfortunately, many teachers are not provided with adequate training on the ethical implications of their profession, and they may feel uncomfortable or unprepared to teach values. Thus, it is crucial to ensure that teachers receive proper training and support to effectively teach values to their students. [6]

Values play a crucial role in both humanistic and global education, providing a sense of identity and self-worth, and promoting tolerance & respect. Value-based education can help individuals develop a strong sense of belonging, accountability, and appreciation for the significance of education. According to Sanyal (2000), value-based education can also foster a secure physical, spiritual, and political identity within society and cultivate a sense of responsibility towards social, economic, historical, and environmental issues. Additionally, this education approach can facilitate well-rounded development and assist students in realizing their full potential. [7,8]

According to Narvaez and Lapsley (2008), teachers can indirectly impart values by the way they choose and exclude topics, encourage students to seek truth, establish classroom routines and plans, implement discipline, and inspire greatness. In their study of education as a value-infused organization, they found that preparing teachers for positive personality formation is crucial in promoting values education in schools. [9]

### **Need for Value-Based Education:**

Any country's school system, curriculum, and syllabi are influenced by the changing situations of instructional concepts and approaches, in combination with different educational philosophies and psychological findings. These modifications appear to have influenced the country's current educational system as well. One of the most current revelations relevant to the idea of development is that any general societal future, particularly those in the developing world, is dependent on its capacity to preserve the value systems deeply embedded in its own cultures. This means that protecting and continuing to develop deeply ingrained values in society becomes an essential function of any society's education system.

### **Objectives**

1. To shed light on the significance and need for integration of value-based education in the curriculum in schools and higher education in India.
2. To enhance the teaching skills and knowledge of educators by providing them with professional development opportunities and resources.
3. To foster a holistic approach to education that focuses on the physical, emotional and mental development of students.

### **Research Methodology**

The field of value education is as massive as human existence itself. Values were taught to children alongside formal education in India during the Ramayana or Mahabharat periods. In modern times, Gurukuls have been modified by formal schools and colleges that would provide proper education to children. A child's learning is influenced not only by schools and colleges, but also by relatives, citizens, broadcast media, and other types of communication. Parents and teachers can use these tools to instill important values in their children. The values selected, the age of the child, and other factors influence the method and strategic planning for trying to impart value education. Values education can be taught through curriculum. Various activities can easily teach the child the attitude. Although values can be transmitted to students in an unexpected or concealed manner, still not the cup of tea of every teacher.

Histories, arguments, conversations, articles, poems, content writing, newspaper perusing, and small classroom incidents can all be used to make students aware of the significance of values in the classroom. Students can be placed in circumstances that are similar to real-life situations to help them develop crucial life skills. This method allows them to put their prior knowledge and experiences to use. Definite social events, such as classroom preservation, forest protection, and community health programmes, can have a positive impact. Students should be motivated to start organizing and participating in message-based programmes such as drama, street plays, cultural events, and so on, which can help children develop values.

## Result and Discussion

### The Role of Teachers in Value Education:

During their preschool years, children are greatly influenced by their teachers, who serve as important role models in their lives. Teachers have the responsibility of not only teaching values explicitly in the classroom but also embodying and practicing them. Through their words and actions, teachers convey their values to their students, who learn from them not only what is important but also what is acceptable and desirable behaviour (UyankBalat et al., 2012; KurtdedeFidan, 2009; ÖztürkSamur, 2011). By observing and participating in value-based education programs and engaging in increasingly realistic behaviour, students can learn many universal values that will help shape their personalities and character.

"Lickon (1997) has outlined several components of character education that define teachers' role in providing effective moral education to children and students. These components include: [10]

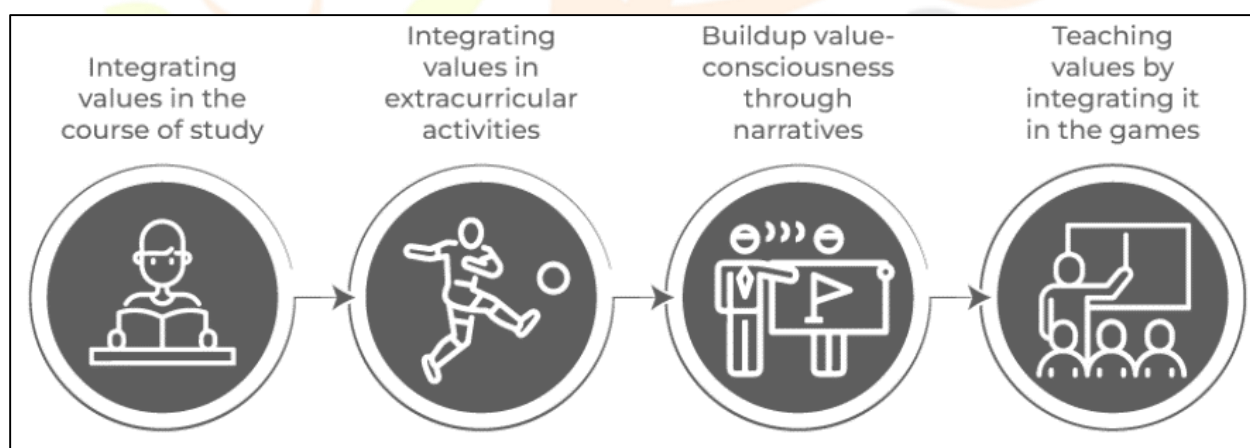
- Valuing teacher-student interactions: Teachers, childcare providers, and ethical mentors should use their interactions with students in three ways to exert moral influence. These include serving as a moral model, promoting moral and character development, and taking on the role of mentor.
- Fostering a sense of community: Teachers should encourage students in the same class to share ideas and integrate to form communities. This can create a considerate and supportive group of teachers in the classroom that helps ensure students' well-being and supports the values of the classroom experience.
- Developing moral discipline: The education system should incorporate the concept of moral discipline as a key element in student behaviour. This involves associating certain moral behaviours with self-control and honour for others.
- Creating a democratic classroom environment: Teachers can positively influence students' social and moral development by fostering a democratic environment in the classroom. This encourages students to accept responsibility for the classroom environment and make choices that contribute to the process of ensuring inclusion. Class meetings, editing, and face-to-face interaction with classmates all contribute to a democratic classroom environment.
- Teaching values through the curriculum: Teachers can plan to teach program values through the curriculum, as it provides numerous teaching opportunities.
- Facilitating collaborative learning: Teachers can promote positive social and moral development by continually applying collaborative learning.
- Developing craft conscience: A person's work performance reflects their personality, and according to TOM GREEN, having job satisfaction and being ashamed of poorly made work is having a craft conscience.
- Encouraging moral reflection: Teachers should encourage students to understand others' points of view, practice empathy, and engage in moral thinking and decision-making. Developing moral self-knowledge and self-critical capacity are also crucial elements of character development.
- Teaching conflict resolution: Teaching conflict resolution is crucial in character education for two reasons. First, it is difficult to teach students how to resolve conflicts without experiencing them. Second, conflict resolution skills can prevent students from being morally deficient in their relationships in the future and from participating in violence. Various methodologies can be used by teachers to develop conflict resolution skills in the classroom.

One example of conflict resolution techniques that can be effective in a kindergarten classroom was shared by Heathwood Hall Episcopal School in South Carolina. If two children were involved in a conflict, the teacher would stop the situation and use it as a learning opportunity. Two different students from the class would be chosen to play a role in finding a positive solution to the dispute, and the entire class would be asked to create suggestions. Children who had witnessed the conflict would then act out a positive solution that they had just witnessed.

The education of young children is crucial in shaping the future generation, as their minds are open to new ideas and values. Primary education plays a significant role in this process. However, in some schools, the curriculum has become overly rigid, with teachers only following a set list of books to teach, without imparting further knowledge to their students. In today's competitive world, it is essential to stay ahead of the pack. However, achieving success is not solely dependent on a high level of education.

### Teacher's Role in Inculcating Values:

Teachers have a significant responsibility in imparting values to students to help them achieve their goals and objectives. They play a crucial role in preserving and developing values. Teachers must demonstrate essential values to impact society positively. They should create opportunities for students to understand the significance of values and how they apply them to the practical world. A teacher's responsibility in instilling values is comparable to that of a driver who can reach the masses of society through education. It is crucial for teachers to possess values themselves to effectively teach them to students. Therefore, it is essential to implement an adequate training system for teachers to help them reflect their ideal selves.



**Figure 2: Inculcating Value**

Teachers have a critical role in addressing current issues that threaten human life. To effectively instill values in students, they must prioritize building rapport and positive relationships with them. It's also crucial for teachers to develop strong relationships with parents and the community. To promote values in students, teachers should integrate them into both curricular and co-curricular activities. Therefore, it's necessary to organize co-curricular activities in schools that foster the development of values among students.[12-14]

### International practices of value-based education:

Globally, the acceptance of value-based education has grown in recent decades. Selfishness, hatred, terrorism, individualism, violence, intolerance, and other negative forces are now common in the world. Our future appears to be depressed and horrified right now for reasons other than our actions, accomplishments, and output. However, The Acorn School in the United Kingdom, Alger Learning Center in the United States, Shanti Niketan Rishi Valey School in India are some great practices for promoting value-based education. [15]

## Implement value-based education:

While discussing value-based education is simple, putting it into practice is a difficult task that requires perseverance. Currently, education in Nepal consists of passing academic exams with a grade point average of around 80% and then going abroad for further education. Value-based education cannot be implemented in academic institutions unless a very healthy and pleasant learning environment is created. First and foremost, we must all agree that there can be no safe society, developed country, or harmonious family environment without value-based education. As a result, we must devise some practical approaches for implementing value-based education, such as starting with the junior classes. [16]

The emphasis should be on communication and interpersonal skills, as well as teamwork. These characteristics should be improved beginning with the small classes. Another important aspect is to be social. Some people may lack communication and interpersonal skills. This void can be filled by active participation in each area. Because science subjects are more important in small classes, equal importance should be given to all subjects in small classes. Arts, science, and commerce should all be given equal weight. Students will perform better if they receive skill-based training. Concentration in an area of interest will help each student achieve better results. Along with teachers, parents must take the initiative to help their children improve their skills. Everyone has different areas of interest; parents and teachers must assist children in identifying their abilities, and parents should not discourage a student who is more interested in sports and games; it is preferable to have a balance between all areas. This should be constructed with small grades. Although encouraging people to take risks is not an easy task, it will help them face difficult situations. This will aid in learning from mistakes.

## Conclusion

In conclusion, value education plays a crucial role in shaping the comprehensive development of students. It helps them discover their place in society, fosters self-image and self-esteem, and enhances academic achievement. To achieve these goals, teachers must not only impart knowledge but also incorporate experiential learning methods that address social behaviour, discipline, creativity, attitude, and emotions. It is vital for teachers to understand the significance of their role in developing good character in their pupils. By implementing value education in their curricula and co-curricular activities, teachers can prepare students to become responsible and ethical members of society.

## References

1. National Council for Teacher Education (NCTE). 2013. Retrieved from <http://www.ncte-india.org/pub/rimse/rimse.htm>
2. MulyaShikshan (Marathi) - Dr. Suresh Karandikar, PhadkePrakashan, Kolhapur, 1997, pg 16
3. International Encyclopedia of Social Sciences - David L. Sills, MacMillan, New York, 1968.
4. Burra, H. 2007. Value Based Education: A Need of Today. Associated Content. Retrieved from [http://www.associatedcontent.com/article/355207/value\\_based\\_education\\_a\\_need\\_of\\_today.html?cat=4](http://www.associatedcontent.com/article/355207/value_based_education_a_need_of_today.html?cat=4).
5. Cavazos, L., F. 2002. Emphasizing Performance Goals and high-quality education for all students. Phi Delta Kappan. 83 (9).
6. Lickona, T. (1993). The return of character education. Educational Leadership, 51(3), 6- 11.
7. Sanyal, B., C. 2000. Need for value-based education in the twenty-first century. Here-now4uOnline Magazine. Retrieved from [https://www.here-now4u.de/ENG/need\\_for\\_the\\_value-based\\_educa.htm](https://www.here-now4u.de/ENG/need_for_the_value-based_educa.htm)
8. Eidle, W., R. 1993. Values education and self-esteem. Education. 113(4).

9. Narvaez, D., & Lapsley, D. K. (2008). Teaching moral character: Two alternatives for teacher education. *The Teacher Educator*, 43 (2), 156 – 172.
10. LICKONA, T. (1997). The teacher's role in character education. *Journal of Education* 179, 2, 63- 80.
11. NUCCI, L. (1987). Synthesis of research on moral development. *Educational Leadership*. February, 86-92.
12. Aneja, N. (2014). The Importance of Value Education in the Present Education System & Role of Teacher. *International Journal of Social Science and Humanities Research*, 2(3), 230-233.
13. Awasthi, D. (2014). Value based Education is the only Solution to the Problem of Crisis of Moral Values among the Youth of India. *Research Paper*, 3(9), 2277 – 8160
14. Barahate, Y. S. (2014). Role of Teacher in imparting Value Education. *Journal of Humanities and Social Science*, pp 13-15.
15. Agrawal J.C. (2005). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publication.
16. Chopra, D. The seven spiritual laws of success, published in USA Learning to live together, an intercultural and interfaith programme for ethics education, published by irrigator foundation, GNRC, Endorsed by UNESCO and UNICEF.

