



Value Education : Need of The Present Time

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Abstract

Value crisis has emerged in almost all fields. The crisis is not so much intellectual but rather moral and spiritual. Value crisis is such a phenomenon which we all are experiencing in our day to day life. Today's society is in deep value crisis, values are degrading in the form of corruption, cheating, injustice, violence, murder etc. At present traditional ancient values have also disappeared. Ancient values are not practiced rather ignored. Modern values are much more important than the ancient values. Men have accepted the materialistic mode of life can we call us civilized if we ignore the values ? So, the Today's Society needs value education. This paper highlights the need of value education in present day. This paper also considers the role of teachers in imbibing the values among the students.

Keywords : Values, Value Education, Teachers,

Introduction

Values are principles or sub-standards which help to better the quality of life. They codified the do's and the don'ts of behaviour. They form the basis of character formation and personality development. The values that come from within like love, sympathy, compassion, tolerance, etc. lay the foundation for the external practical values like honesty, discipline, punctuality, loyalty, etc. The most important thing to remember is that values are priceless.

1.0) Meaning of Values

The concept of 'Value' has had a peculiar history. Few words have been subjected to such a variety of usage, by economists, philosophers, social scientists and educators at large.

Some who have made use of the concept have given it a precise but idiosyncratic meaning, others have made 'value' and 'values' into umbrella terms, vaguely related to some aspect of human desiring, approval, interest, motivation, preference, aspiration, to a sense of decency, beauty, worth or goodness. In this daunting situation there can be no confidence that two authorities who discuss 'values' are referring to the same range of phenomenon and while there have been a number of (mutually conflicting) attempts to clarify the value domain at the logical level, no-one, so far has clearly explicated what 'having values' in everyday might mean.

The value concept is employed in two distinctively different ways in our day to day conversation. One often says that a person has a value but also that an object has value. In the latter case, value is equivalent to the price as well as availability of a particular object. Objects with higher prices are considered to be more valuable than those with lower prices. Similarly if a thing is available less easily, its value tends to go up, example land or certain antique items.

Now, the focus here is on that concept of value which emphasizes on a person having values. Every known society has a certain set of values. They are adopted by a large number of people and expressed by them in the shape of their social behaviour. Values of the proper type help the society in developing and understanding goodness and healthy social relations. Man living in a society acquires some values which guide and control his behaviour.

According to Kluckhohn (1951) - "A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable, which influence the selection from available modes, means and ends of action." Carl Rogers (1969) holds a similar view- "Valuing is the tendency of a person to show preferences."

Brightman (1978) says-"In the most elementary sense, value means whatever is actually liked, prized, esteemed, desired approved or enjoyed by anyone at a time."

The International Encyclopedia of the Social sciences (1968) defines value as a “set of principles whereby conduct is directed and regulated as a guide for individuals and a social group.”

Dutt (1986) says that a value is-“An endeavour which satisfies need system, psychological as well as physiological needs. Almost all human being have the same physiological needs but differ in their psychological needs, hence differ in their values and styles of life.”

H.M. Johnson- “Values are general standards and may be regarded as higher order norms.”

1.1) Classification of Values

All values are closely interlinked and inter related and classifying them into distinct categories is a difficult task. Values have been classified differently in different disciplines. Indian philosophers have classified values into classes- Spiritual values and Materialistic values.

Spiritual Values- These are values that direct our spiritual thought and behaviour, such as dharma, arth, kama and moksha.

Materialistic Values- These are related to our worldly life and provide direction to our social behaviour e.g. love, sympathy, cooperation etc.

Some sociologists have classified values into intrinsic values and extrinsic values.

Intrinsic Values- These are values which an individual receives but are not imposed by his external environment. They find place in his inner self naturally. He internalizes them and his actions are directed and controlled by them. They form the basis 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.

Extrinsic Values- An individual accept certain values by the pressure of his external environment and though he may not internalize them, his external behaviour is influenced by them e.g. honesty, discipline, punctuality, loyalty etc. Another classification of values is into Instrumental values and Terminal values.

Instrumental Values- are those which we use or follow in our behaviour or judgment. These guide us towards the terminal values e.g. being polite, responsible, self controlled, logical courageous etc.

Terminal Values- are those which we strive towards or seek. These are ultimate and therefore we live for them e.g. a world at peace, freedom, happiness, equality, self respect etc.

Some other types of Values are as follows:-

- (i) Theoretical values
- (ii) Economic values
- (iii) Aesthetic values
- (iv) Social values
- (v) Political values
- (vi) Religious values

In today's fast pace world and competition, man seems to have compromise on his values, integrity and character in a grid to earn and possess more and more of materialistic things. As a result, we see corruption, unlawful activities and inhuman behaviour. Therefore, there is an urgent need to reintroduce value based education. Values are engrained in every tradition of Indian culture. It is a matter of great regret that gradually, we are losing our values with the result that more and more of us are becoming crooked and hypocrites. Moral values give meanings and purpose to our life and direct our behaviour towards beneficial and fulfilling activities. Values are the standards of good and evil. They govern an individual's behaviour and choices. An individual's morals may derive from society and government, religion or self. When moral values derive from society and government they, of necessity, may change as the laws and morals of the society change.

2.0) Value Education

Value education has always been a challenge that has been accepted as fact by academia. This calls for a framework that is sufficient for inculcating value and imparting education to the students on the cognitive level. Resonating with the cognitive behavioural and functional aspects is essential since this would help the young minds develop moral behaviour that impacts the society in a positive way while improving the life quality at the individual

level. However, with ongoing debate and with numerous challenges that are faced by the teachers, there is still a significant gap into acquiring value by the students or youths. Broadly speaking, we will need to learn about two categories that influence the value learning process. The ‘Pedagogic Challenges’ that the academicians, teachers and the educators today are facing and the ‘Importance of Cognitive Core’ that has to be the part of the modular teaching methodology for furthering changes in the learning for value. Let us discuss these two in detail.

Value education is rooted in Indian philosophy and culture and ingrained in every tradition of Indian culture. Educational institutions play a significant role in the promotion of value. The Vedas and Upanishads form the source of inspiration for value education. In the Vedic period, In Ashram education, the Guru insists his sishya to follow certain values throughout his life. Socialist, Secular, Democratic, Justice, Liberty Equality, Fraternity, Dignity of the individuals and integrity of the nation are the ideal conditions in the Constitution.

2.1.) Objectives of Value Education

- Impacting and improving the integral growth of individuals.
- Creating positive attitudes and measurable improvements for sustainable lifestyle.
- Increasing individual awareness pertaining to national integration, cultural heritage, environment conservation, community development and constitutional rights.
- Developing individual awareness towards the significance and role of values.
- Creating an amicable environment through raising individual awareness to the environment and the interaction with the environment.

2.2.) Need of Value Education

In the present day, there has been a degradation of values. We all are living in the age of science and technology. Science and Technology have brought tremendous transformation in the lives of the people of nation. No doubt our life has become so comfortable because of the development of Science. The world has become a global village. Our societies are developing very fast with modern development. Now question arises whether we are

progressing towards right direction or not. The answer is 'no'. Because our Modern fast changing society has failed to develop certain values among the future generation of our society

The minds of our young generation are full of anxieties, frustration and stress and hence, there is a gap between scientific development and human values. Our future generation do not understand the significance of the moral values in their life. The modern materialistic society, is giving importance to money and fame only. Men are involved in competition of earning more and more money. Men has become so selfish, narrow minded and frustrated. In today's world Men has lost the art of living with others in the society. They can do any harm to the society for their own benefit. This is why inhuman activities are taking place in our society. What they really want is to lead a luxurious life. There is no place for sympathy, love, joy, cooperation, truth and sincerity in our society. We all are experiencing value crisis in our society. These values play a great role in our society. Now a days Values are not given that due importance in our society in day to day life as earlier. As a result, corruption, violence, injustice, violation of human rights, rape, robbery, kidnapping, jealousy etc. have become a part of our life. These are increasing at an alarming rate. Which has an impact on our everyday life. Due to the happening of such incidents, it is really impossible to lead a peaceful life. In fact, we are living under a threat to our life. So value education is of utmost importance in our today's society. India has a rich cultural heritage. Indian culture is one of the oldest and richest culture. Indian had a high moral and spiritual values. In fact Vedas were the core foundation of Indian culture and literature. But it is a matter of concern that our culture and tradition are very much influenced by western culture.

Westernization has a negative impact on our culture. If we look around us then we can see how western culture has changed our lives. Due to westernization new generation are deviating from Indian customs as result day by day joint families are converting into nuclear family. They are attracted towards the western culture. But they forget about our rich culture for which we should be proud of. This situation indicates the need of value education. In the words of M.K. Gandhi- "The culture of a nation resides in the soul and the hearts of its people". So, It is very important to preserve our own culture at any cost. To have an idea about value education we must go through the pages of vedic period. 'Gurukul' system prevailed during that period. The teachers were regarded as 'Guru' and students as shishya. This system explained us beautifully how 'GuruShishya' lived together and how disciplined was the life of 'Shishya'. The whole educational environment was centered on religion and spirituality. The curriculum

was dominated by Vedas, puranas, Vedic literature. Moral lessons were taught to the students. The education system aimed at the development of physical, moral and spiritual powers of the students. Importance was given on character building and personality development. Virtues like self control, confidence, self discipline, love sympathy, cooperation were given importance, in the words of Dr. Altekar walles – The objectives of education in Vedic period was worship of God, respectful feeling for a religion, fulfillment of public and civil duties an increase in social efficiency. Students had to lead a hard and disciplined life. Simple living and high thinking was the motto of life. This type of education system prevailed during Vedic period. It is found that Vedic education has taught a lot regarding value education. But, we cannot find such virtues among the young generation. Today’s young generation are not morally strong due to which they cannot differentiate between good and bad. Moral sense and values of present generation are decaying. The root cause of all the problem is materialistic mode of life. The motto “simple living and high thinking” has no value for the youth of today.

In Today’s society, indiscipline has become a major problem of our education system. Lack of control over their senses. They cannot behave in proper way. Even they do not respect their teacher as well as their elders. Cordial bonding between student and teacher are also decreasing day by day. Our present education system has failed to develop morality among the students. Values like love, tolerance, non violence, cooperation, etc are lacking in younger generation. The technology we use for the purpose of acquiring knowledge. But they use technology just for entertainment purpose. Youth are attracted towards the harmful side of the technology due to which they indulge themselves in anti social activities. Value education is the solution of all the problems which we presently find in the world. For the survival of the human being value education is highly needed.

2.3.) Ways of Imparting Value Education In Schools

Students of primary classes are often found cheating and using undesirable words. Disrespecting teachers sometimes starts as soon as they move forward in their school. By the time they enter the middle school, they have developed all the ways and means to display behaviour with no values. It is a pity to see a student of class 10 or 12 bunking classes and sitting with mobiles in the canteen, aimlessly engaged in Face book when actually this is the

time to give finishing to whatever they have learnt. Such a scenario really disheartens the educators who have been trying to create individuals with social and moral responsibilities.

In this fast world of globalization, junk food, terrorism and corruption, students are under continuous stress to compete and prove themselves. Education system of any country is expected to prepare the following generation to adapt better in the dynamic society. The process of schooling and higher education should prepare students to differentiate between dos and don'ts at all stages of life. Our country has been adding meaning to education by incorporating 'karma' and 'dharma'. Ancient Indian education has produced citizens with strong moral code and norms of living and conduct. But does our current education system train the students to accept roles expected from them? Values have been felt to be subtracted from the rigid boundaries of what we call education. Teaching-learning continues even today and production of citizens also takes place. But does our current education system prepare students for these challenges? Are we preparing individuals or humans?

We educators have to act and accept the challenge of adding values in our education. We have to develop means and ways to produce humans and not just individuals. The current article is an attempt to explore the scope of value education at school level.

2.4.) Ways to bring Change

education starts from home but it continues throughout life. Value education in schools plays a major part in individual's life. Value based education can shape their future and add purpose to their life. It helps them learn to live the right way of life.

School is the place where the child spends most of his or her learning years. Many attributes and behavior they develop for a life time have their roots in school. Including value education as a textbook, as a graded subject or as a lecture per week is not enough. The school has to give due importance and priority for inculcating these desirable values among children. Special well-planned learning experiences need to be designed so that students understand the importance of value in the real sense rather than just a fact. These learning experiences can be designed at two levels – curricular and co-curricular.

2.5.) Value education through curriculum

We understand that time bound syllabus is very important but it cannot be taught at the cost of values. Our subjects and treatment to each subject should be done consciously.

- ❖ **Need based:** Curriculum should be developed after conducting a detailed analysis of the students of a particular class. Values which are most important and urgent should be given priority. A group of values to be achieved in a year's time can be listed.
- ❖ **Flexibility and innovativeness:** The curriculum of other subjects should be flexible enough to incorporate teaching of values. Any theory or illustration explained may be linked with value in life. For example, while explaining gravitation, we say anything that has ego falls down.
- ❖ **Teaching of language:** While teaching creative writing and grammar rules, emphasis should be given on values like sacrifice and brotherhood. This will help students explore more about each value.

2.6.) Value Education through Co-Curricular Activities

Through curriculum, a student acquires knowledge but overall development of an individual takes place through co-curricular activities only. These activities help develop confidence and overcome inferiority complex.

- ❖ **Educational activities:** Activities like debate, poem recitation, should be organized on themes like sincerity, honesty and regularity. This will not only strengthen the expression of feelings in words but also emphasize to think and understand the importance of such values.
- ❖ **Cultural activities:** These should not merely focus on display of talent. Through these art forms, socially desirable values can be taught. Attributes like team work, coordination, respecting others' opinion, etc can be cultivated while practicing any art form.

- ❖ **Social activities:** When a school extends beyond classroom walls, a student realizes the problems in the outside world. They understand their responsibility to solve these universal problems and start valuing the things they already have.
- ❖ **Sports activities:** They can focus on physical and mental health. Team spirit, honesty, determination, etc. can be taught along with any game. Students also learn to respect others' efforts and accept defeat.

2.7.) Role of Teacher and Management in Value Development

Teacher plays a very important role to develop the values among children to be good human beings. The rise of science and technology has not only wasted the spiritual side of our life but also snatched away the finer sensibilities holding considerable thoughts in our hearts. A value based approach must form the backbone of educational system and also the teacher education system. Today we are facing so many problems like- terrorism, poverty and population problem. It is necessary to inculcate moral values in curriculum. Therefore, following are the proposed ways by which values can be imbibed among prospective teachers during classroom teaching and learning process.

A strong moral character is an obligatory part of a teacher. No teacher can discharge his or her duties well if the teacher is morally degraded, dishonest and a participant in the race of collecting unfair money. Value oriented education is most effective when teacher considers it as a life mission and displays all moral and desirable behaviour traits in front of students. The value education teacher is not solely responsible but all teachers together should contribute to this process.

However hard the staff may try, these activities will gain importance only if management has similar emphasis. The authorities should have a clear vision and anyone who deviates from the same should not be entertained. Instructions and guidance can be given to teaching and non-teaching staff. Regular follow up of given instructions should also be taken. Those who follow the given guidelines should be acknowledged and appreciated.

Conclusion

In conclusion, we can say that value education is the need of hour. It has become a necessity of our present day society. All of us have realized the importance of value education. It is well understood that our present education system has failed to develop values among the students. So, there is an urgent need of making our education system value based. If we want to save our future generation from the various social evils, then value education is the solution. Here Teachers play a great role in developing values among the future generation. Teachers help students to become responsible and to lead a happy life as a responsible citizen. “We want that education by which character is formed strength of mind is increased, the intellect is expanded and by which one can stand one’s feet. Education is not an amount of information. That is put into your brain and runs riot there, undigested all your life. We must have life building, man making, character making, assimilation of ideas- Swami Vivekananda.”

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