



## VALUE EDUCATION: ITS' MODERN TREND AND IMPACT

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### Abstract

*The word 'value' expresses the qualitative significance we assign to ideas, feelings, activities and experiences. There should be continuous search of values through use of intellect and concept of religion. Whatever we study as value education, it is universally applicable at all times and places. In order to check erosion of values, value education has become the need of the hour. Effective strategies and procedures of teaching-learning techniques can inculcate values among individuals. The scope of value education covers a wide range of subjects and their respective values. This study describes and explains the importance of value education for holistic development of individuals and ways of preserving social, moral and spiritual values for the betterment of our society.*

**Keywords:** Value, Value education, Awareness, Inculcation etc.

### INTRODUCTION

Values are guiding principles that lead to desirable behavioral patterns. Values include development of self-esteem and ethics, sensitivity towards sustainable utility of environment, need for fostering democracy peace, humanness and tolerance as a way of life. Development of human values is the main concern of educational institutions in recent times. Value education has become the core component of quality education. According to Swami Vivekananda, "Excess of knowledge and power, without holiness, makes human beings devils." To achieve the goal of education and to preserve values and culture, Ramakrishna Mission has undertaken a project 'Be and make-education for manifesting perfection.'

### Objectives of value education:

Value education aims at

- Holistic development of an individual and maintaining a balance between hand, head and heart.
- Teaching values in different situations and its' correlation with existing values.
- Building character for developing integrated personality.
- Developing social, moral, spiritual and human value awareness through use of value education strategies at all levels of education.
- Understanding of basic principles and future awareness and realizing what is good and bad, or, right and wrong in life.
- Developing universal values and unity and integrity among all individuals through inculcation of values.

### REVIEW OF RELATED LITERATURE

The importance of developing values has long been embedded in the age old traditions of India's civilization and cultural heritage. Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasized the role of education for inculcation of values, character development and development of an integrated personality for the well being of the individual and the society. Lives of Indian saints, sages and philosophers are examples of prescribing values like self-discipline, survival in the absence of material resources, simplicity etc.

The Radhakrishnan Commission, the Kothari Commission, value oriented school of education, NCERT(1973), the National Policy on Education (1986), the UNESCO Summit on value education (1998) advocated value education. According to NCERT, the three percepts of universal values are as follows –

- a) Satyavadi (honesty)

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- b) Jitendriya (self-control)
- c) Paropokari (unselfishness).

The Government of India’s report on Value Based Education (Chavan’s Committee Report, 1999) submitted in both houses of Parliament, provided impetus to resume work on value orientation of education. The National Curriculum Framework for School Education (2000), lamented the “erosion of the essential, social, moral and spiritual values and an increase in cynicism at all levels.” Against this backdrop, the framework advanced a plea to integrate value education into the curriculum asserting that “Schools can and must strive to resolve and sustain the universal and eternal values oriented towards the unity and integration of the people enabling them to realize the treasure within” The National Curriculum Framework, 2005 echoed the vision of education where values are inherent in every aspect of schooling.

**Definition of Values and Value System:**

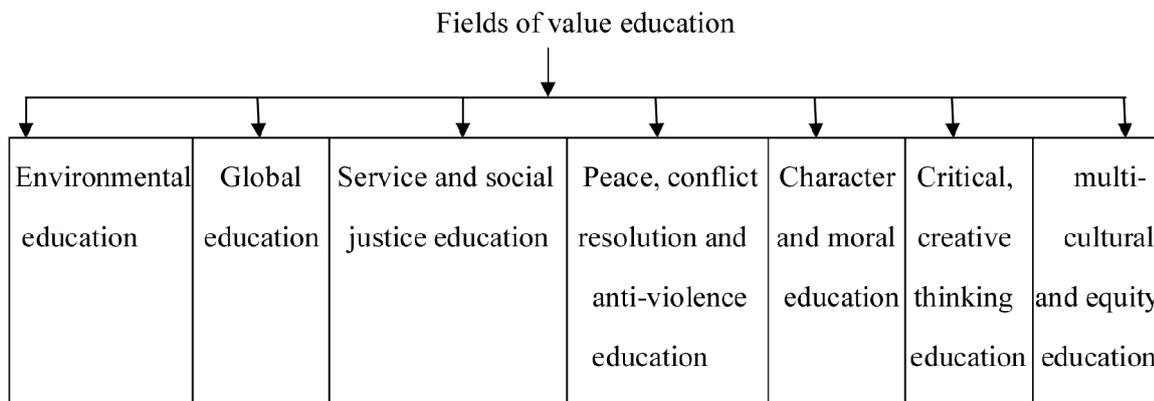
According to Maslow, ‘value’ and ‘value system’ is defined as follows-

“A value is an enduring belief that has a specific mode of conduct or end-state of existence is personally preferable to an opposite or conversed mode of conduct or end-state of existence.”

“A value system is an enduring organization of beliefs concerning preferable modes of conduct or end-state of existence along a continuum of relative importance.”

**Scope of value education:**

Value education is that branch of knowledge that covers a wide range of subjects including moral education, character development, religious and spiritual education, personal, social and cultural development. The field of studies that comes under the purview of value education is as follows:



The 10 universal values which are within scope of value education are shown in figure 1.

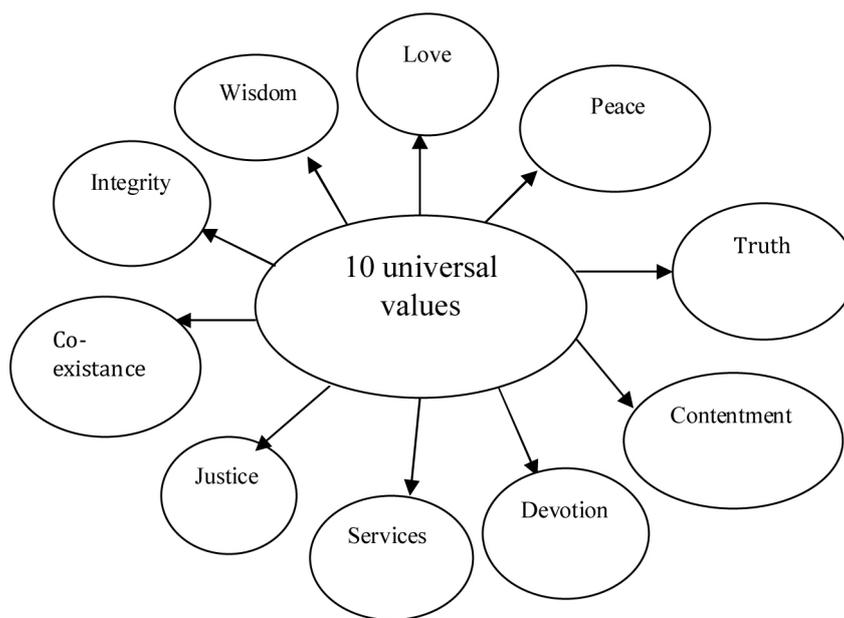


Figure 1. Universal Values

**The Indian concept of values:**

Value education is for preparing an individual to be worthy of living in a society. It is value clarification for taking the right decision from various alternatives. It teaches individuals how to think globally and act locally. Value education controls and guides human behaviour and helps an individual to prepare for the future, to identify eternal values like truth (Satyam), goodness (Shivam), beauty (Sundaram) and to identify values in the changing society. In Indian language, the term ‘value’ (Mulyabodh) stands for mainly four things- religion (dharma), wealth (artha), desire (kama) and liberation (moksa). The following table A gives an idea of the values prescribed by Maharishi Manu, Maharishi Yajnavalikya and Maharishi Patanjali and it is compared to the values enshrined in Constitution of modern India.

Table A

Values prescribed by Maharishi Manu	Values prescribed by Maharishi Yajnavalikya	Values prescribed by Maharishi Patanjali	Values prescribed by Constitution of India
a) Truthfulness	a) Truthfulness	a) Truthfulness	a) Justice
b) Non-stealing	b) Non-stealing	b) Harmlessness	b) Equality
c) Cleanliness	c) Cleanliness	c) Non covetousness	c) Liberty
d) Self-control	d) Self-control	d) Purity	d) Fraternity
e) Forgiveness	e) Endurance	e) Chastity	
f) Courage	f) Charity	f) Non-receiving of contentment	
g) Knowledge	g) Kindness	g) Self-discipline study	
h) Wisdom		h) God-centeredness	
i) Restrain from anger			

Philosophical study of values has become a separate discipline i.e. ‘Axiology’. It is concerned with defining values and characterizing their nature. A holistic scheme of values for leading a good life i.e. reflecting



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A balanced and integrated view of life is explained through concepts of 'dharma', 'artha', 'karma' and 'moksha' of Indian system of education and religion. The Indian concept of values or 'dharma' includes personal values, duties and moral principles for interpersonal and social relationships for creation of social order and progress. The main purpose of 'dharma' is to provide means for collective well-being of individuals through God's comments.

### **Modern concept of values:**

Modern Indian thoughts and ideals give importance to specific values which are as follows:

#### A) Social values:

It refers to those values which can maintain good social relationship and make a good society for cooperative working following rules of justice and democracy.

#### B) Moral values:

Moral values involve some core-values like wisdom, courage, humanity, hope, curiosity, originality, honesty, generosity, kindness, perseverance etc.

#### C) Spiritual values:

The modern search of spirituality is an exploration of human spirit. Certain knowledge of search of absolute matter and ultimate ends can be obtained through intuitive knowledge and experiences.

#### D) Human values:

A general and comprehensive system of human values can be created on basis of four fundamental values i.e. freedom, creativity, love and wisdom. Adequate concepts of human values should be explored through use of intellect and reasonable conceptual clarity.

### **RATIONALE OF THE STUDY**

It is unfortunate that in modern times the word 'dharma' is only being used as a synonym for religion and not for values. With the advancement of science and technology, men are functioning as machines and there is decay of social, moral and intellectual values. Our present education system only focuses on cognitive domain development of learners. The spirit of facing excessive competition from the very beginning, make learners aggressive and they get detached from inculcation of moral values. Young generation learners hardly understand why they should attend school, why they should study different subjects and how their schooling will be helpful to them. This calls for the need of different teaching-learning process for tomorrow. It needs restructuring of education involving convergence of values among all individuals.

### **LEARNING OF VALUES AND ITS' IMPACT**

Values are learnt during the process of growing up. Learning of values takes place quite early in life by the word of mouth or simple commands from parents and other adults at home. In early years of childhood, the sources of values are prohibitions and parent identifications.

At school level, education, enriched with values, helps a student to prepare himself or herself for hard work, patience, endurance, team work, honesty, discipline, cooperation and enables him to develop good interpersonal relationship with others. Truth, honesty, loyalty, love, peace, etc. are examples of basic intrinsic values which promote fundamental goodness of human beings and it should be practiced in school.

At societal level, education for values aims at promoting social cohesion, integration, uniqueness and respect for others, social duties and responsibilities by which people learn to care for themselves as well as others.

At national level, value education teaches how to bring unity and integrity among two or more nations, how to transform the culture of greed and violence to peace and cooperation and how to share compassionate feelings among each other.



## **APPROACHES AND STRATEGIES OF VALUE EDUCATION**

Research shows that value-added content only in text books is not sufficient to grow values among learners. Effective strategies should be undertaken so that men of high moral standards are developed to stop value erosion in our society.

Values are best imbibed through experiential and participatory modes of learning. Stories of great saints, scientists and philosophers help to develop student's insight into the nature of subject. Teaching should include lessons that can inspire positive feelings and experiences. It should include questioning, exploring, performing experiments, analogies, metaphors, value clarification, developing values and opportunity to put knowledge of values into practices.

Responses to certain principles which may develop disciplinary practices are as follows :

- a) Disciplinary policies and practices should contribute to achieve educational objectives as well as to promote value education.
- b) Disciplinary practices should promote self-discipline, self reliance, self-esteem, and respect for others.
- c) All curricular activities should support development of inner self and responsibilities.

Value education approach includes inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics. Our educational policies and the subsequent school education curriculum frameworks all along emphasized the need for value education. Value education is "learning about self and wisdom of life" in a self exploratory, systematic and scientific way through formal and informal modes of education.

## **ROLE OF TEACHERS IN IMPARTING VALUE EDUCATION**

Education must be imparted in such a manner that an individual is able to think, feel and communicate his ideas with clarity and precision. The function of educational institutions is to equip every individual with values like co-operation, self-direction, inner-discipline, open-mindedness etc. Education should give an individual the opportunity to flower in goodness. According to Delors Commission (1996), "It is the teacher whose role can help immensely in the inculcation of values. And that teachers' great strength lies in the example they set, of curiosity, open mindedness, willingness to put their assumptions to test and to acknowledge mistakes, most of all, they must transmit a love of learning." The role of teachers in developing values among learners is as follows :

- a) Teacher should be the role model and the source of inspiration to all learners both in his/her professional and personal life.
- b) Teacher should glorify himself or herself by good habits like punctuality, desire for welfare of all, comfortable attitude, careful, genuine goodwill.
- c) It is the responsibility of teachers to create an environment of faith, care and trust, help, collaborate and share work and initiate group activities to achieve institutional goals.
- d) A teacher must be a man with strong character. He would occasionally have to deal with unpleasant situations that would require him to be firm in his dealings.
- e) Teacher should guide the learners to acquire values following a developmental sequence through three distinct stages including pre-moral stage, the stage of conventional rule-conformity and the stage of moral autonomy where the learner is guided by his conscience and the principle of respect for others.

## **VALUE EDUCATION THROUGH DIFFERENT SUBJECTS**

The study of different subjects like languages, social science, science, political science, mathematics etc. provides knowledge and intrinsic values to all learners.

The study of languages helps to inculcate power of imagination, creativity, sensitivity, appreciation and emotional development. It is the only means of communication among all nations and culture all over the world.

Study of social sciences include study of History which helps to understand the nature of oppressions, exploitation committed by our ancestors and the stories of greed and aggression, and also portrays patriotism,



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compassion, bravery, cooperation, loyalty and justice. There are many examples of how people risked their lives to help others. Thus teaching values through lessons of History is very effective. Study of social science also include study of Geography which communicates the values of global unity, responsibility towards the environmental conservation, need of preserving natural habitats, respect and love for human beings, animal kingdom and plant life etc.

The study of science helps to develop concepts, understand laws, principles, theories that describe nature and helps to strengthen values of open-mindedness, curiosity, inquiry, scientific outlook, search of truth etc.

Study of lessons of Political Science helps to develop important values like democracy, human rights, child's rights, social justice, patriotism, unity in diversity etc.

Study of Mathematics is associated with logical thinking, order, decision making, neatness, accuracy and perseverance. The Social Sciences at school stage intend to broaden children's vision of society as good citizens. History portrays the values of patriotism, compassion, bravery, co-operation, loyalty, justice, perseverance as evidenced from the lives of great people.

Thus, it can be said that knowledge of each core subject contributes to inculcation of values among all individuals.

## CONCLUSION

Inculcation of values is a continuous process. It's importance must not be under-estimated in any level of education. The need of value education is to face the challenges of modern civilization like conflict and erosion of values, excessive individualization and competition, lack of environmental awareness etc.

The process of educating students for values is a process of inducing critical and reflective thinking, rationale choice and responsible behaviour. The core value include suggested responsibility for self-development, responsibility towards one's work, social responsibility, love, care and compassion, critical and creative thinking, and appreciation for beauty and aesthetics. Value orientation means building character for developing an integrated personality. It involves intellectual, moral, spiritual and religious education which involves preservation of universal values.

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