



Value Education in India

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Abstract: -Value education is a necessary component of holistic development of the society. Value education has been globally perceived as an answer to the challenge of strengthening moral and social fabric of societies. Fostering of fundamental human values and generating a caring and compassionate consciousness has tremendous potential to salvage the human goodness. The important idea behind value education is to develop essential values among the students that teach to manage complexities of the world and develop consciousness based decision making among them. Value education is a vital ingredient required to develop a strong moral basis to a student's life and to give them opportunity of doing well on the world. Due to modern developments and rapid changing role of parents, it has been very difficult for parents to inculcate significant values in their child. The school, colleges and universities which give education should also give equal importance to values, ethics and personality development as a means of preserving the standards of education. Values help us not only in self-evaluation, but also in self-drive too. Value Education is essential in helping each one of us directly encounter the values that we hold, understand them completely, so that we may order our relationship to our external environment. This paper emphasizes that value education in India is considered much wider, transcending the boundaries of religions and encompassing ethical, social, aesthetic, cultural and spiritual values.

Keywords: -Value Education, Consciousness, Self-Evaluation, Self-Drive & Transcending

Introduction: -In the modern India, education is regarded as a good source of development of both the individual and society. Education plays a vital role in the socio-economic development and the ethical development of the individuals. Education is considered as a tool for improving the socio-economic conditions and promoting the qualities of tolerance, justice, sharing, caring, coordination, cooperating etc. in the citizens. Inculcating of these qualities in the citizens make the societies organized. Value education has a significant role to play in creating a society that is tolerant, humane, socially cohesive and ethically righteous. If knowledge is left without values and morals, the power generated by such knowledge will not be good for the societies. Hence, values are integral to the process of the education. All education is, in a sense, value education. Education is a process of bringing

about desirable changes in the way one thinks, feels, acts or reacts in accordance with one's concept of good life. In this sense, education necessarily involves the transmission of values.

Value education is not value imposition. It is not a direct inculcation of certain values and morals. It is a process of helping the pupils to think freely and critically on values to act responsibly with encourage and conviction. Value education does not intent to promote passive conformity or blind obedience to whatever values that are taught. However, it recognizes that blind following of habits out of fear of authority or regard to tradition, customs, or conventions is a stage in development of one's values. But eventually it should lead to developing in the pupils the capacity to think critically and appraise independently of situations with principled judgments.

Meaning and Definition of Values: -According to T. Roosevelt, "To educate a man in mind and not in morals is to educate a menace to society." The supreme end of education is expert discernment in all things, the power to tell the good from the bad, the genuine from the counterfeit, and to prefer the good and the genuine to the bad. The Hindu vision of life gives four goals, ideals and core values for a better quality of human life. These are Dharma (Moral Values), Artha (Economic Values of Wealth), Kama (Psychological Values of Pleasure) and Moksha (Liberation). These four goals embody the formulation of human values. Right living is reached only through value education which only stands against cardinal sins as Mahatma Gandhi had cautioned us about seven deadly sins, "Pleasure without Conscience, Politics without Principles, Prayer without Devotion, Education without Character, Wealth without Work, Science without Humanity and Commerce without Morality.

In view of the noted philosopher A.C. Garnett in Religion and Moral life (1955) observed that on account of the ambiguity of the term 'Value' it should be avoided except where the contextual meaning is clear. According to Maslow, Values are defined in many ways and mean different things to different people. As a matter of fact, it is so confusing semantically that I am convinced we will soon give up this catch-all word in favor of more precise and more operational definition. The concept of values refers to the criteria used for determining levels of goodness, worth or beauty. Values are estimable and hence worthy of being possessed. The most popular meaning of the concept of values is given by Dewey, John is "To value means primarily to prize, to esteem; but secondarily it means to apprise, to estimate. It means, that is, the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amount of values as compared with something else. To value in the latter sense is to valuate or evaluate". Value education is that form of education that stresses the acquisition of living values by learners. It inculcates universal and ethical values such as compassion, courage, honesty, tolerance and truthfulness (Agrawal, 1992). This helps in nurturing balanced individuals thus creating a humane society. Values are what promote human beings to personhood. These values are inherent in all people and acting contrary to them negates one's personhood. Animals live by instinct; they are driven by instinctive forces and are not answerable to their acts. These instincts drive them to find food, shelter, and to procreate.

Human beings are gifted with an intellect that helps them reason about the right course of action especially in moral aspects.



Need for Value Education: -A most important reason for reorienting education for values is the fact that the current model of education contributes to the unilateral development of students. This model of education puts exclusive focus on cognitive to the total neglect of the affective domain and presents alienation between head and heart. Students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition and facts detached from contexts. The individualistic idea of excellence is promoted at the cost of emotional and relational skills.

Aim of Values Education: -From broader perspective, the aim of value education is linked with the fundamental question of what education itself is meant for. From individual's perspective, the purpose is to enable students achieve personal fulfillment for success in life and work. From societal perspectives, education aims to prepare young people to contribute to the society/nation and world around. In neither case however, education is to be perceived as an outcome but as an experience in it, which will enable student to live safe, healthy and fruitful life and become responsible citizens who make positive contributions to the society. The aims of value education can be given as follows: -

- Holistic development of the child while addressing the head and the heart.
- Revisiting values and making everyone aware of eroding values.
- Creating balance between child and community.
- An education that connects the heart, head and hand.
- Inculcating the understanding of Interdependence between family, society, nation and the world.

- Bringing in a pro-active social conscience.
- Improvement of the quality of education.
- Harmony and peace with self-Values.

Acquiring Values: -Value education cannot be taught by text books material but it should be learnt by the initiative and inspiration of the teachers. Education is necessarily a process of inculcating values to equip the learner lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Value Education helped us to shift our conception from religious and moral education to education for peace, parallels the shifting sense and sensitivities in the larger context of education. However, value education can be imparted in a few ways. They are as follows-

- **The Individual** is the first building block of the values architecture; for integration to take place the child's need for security, dignity, identity and well-being has to be met. For a society to be at peace, its individual members need to be protected against violence, injustice, humiliation and discrimination. A child is not merely a physical entity but a holistic being. His/her physical, emotional, social and spiritual need has to be addressed to ensure harmonious development of all aspects of his/her personality.
- **Family** is the second factor in inculcating values is which plays a crucial role in fostering values in a child. A child growing in a conflict ridden home is unlikely to be peace oriented. Healthy relationships in a stable family create sound values. Home is the nursery for inculcating values.
- **The Community** to which a person belongs is the third block. The relationship between the individual and the community is intimate. It plays an important role in the identity formation of an individual, and determines the level of security the child enjoys. Values Education goes a long way to minimize the insecurity of communities and to promote a sense of belonging.
- **The Society** is the fourth building block of values. The society is an extended family which is characterized by diversities of individuals, and the interests of families and communities. Every society also has certain shared characteristics that its members endorse, adopt and employ, which influence the collective decisions taken by it. There is a reciprocal relationship between an individual and the society of which he or she is a part. Social mores/customs/traditions are internalized during the process of growing up within a society. Individuals, families and communities that comprise a society have the duty to avoid pursuits, advocacies, methods and goals that undermine values.
- **The Nation** is the paramount building block of values. A country that allows its citizen to be overtaken by hate and negativity lets its energies be wasted. Values are basic to progress and well-being. Nations at peace comprise the building blocks of global values.

Besides it there are also many others path to acquire Values -

- **Think Positive** is a self-empowering concept that allows the student to have a positive self-image and values him/her and life in all forms.
- **Be Compassionate** and do no harm attempts to inculcate love, kindness and friendliness that are important to respond to intolerance and violence in society.
- **Discover Inner Peace** enables an individual to understand the self at a deeper level of consciousness. It also addresses a person's spiritual needs.
- **Learning to Live Together** seeks to promote the qualities of sharing, cooperation, mutual help, building trust and team work. Working harmoniously in groups with others reduces competition and emphasizes the joy of working as a team.
- **Respect Human Dignity** is based on the concepts of Human Rights and Justice. Its objective is to develop a consciousness that recognizes rights of others along with one's own.
- **Be Your True Self** builds behavioral skills such as time management, honesty and strength of character that are essential for resolving conflicts and for effective social interaction.
- **Developing Critical Thinking** involves the ability to think with logic and reason. It also includes decision-making and is an important component of democratic institutions.
- **Resolve Conflict Non-Violently** is a basic component of Values Education. It encompasses skills necessary for conflict resolution, active listening, mediation, creative solution and alternative solution seeking.
- **Build Peace in the Community** provides an opportunity for young learners to be exposed to social realities and to understand people's problems as well as their own responsibilities and duties.
- **Caring for the Planet** is a global educational need for children and adults alike. The health of the planet has a direct and immediate influence on the destiny of humankind.
- **Social and Ethical values**, examples from day-to-day situations, extracts from sayings of great men, incidents and problems, which develop value judgment among pupils, dramas, dialogues, simple poems (Kavya Vachana) and scriptures from world religions, could form the major part of the content along with the biographies of great men.
- **Personal, Neighborly and Community** values should be taught in the classroom and thoroughly discussed with the students.
- **A Variety of Learning Resources** can be used for value education ranging from biographies, scriptures, proverbs, hymns and sayings of great men to current social and political events, stories from religion and mythology, moral dilemmas and schools events.
- **Yoga** and other activities that develop self-discipline among students could be included.

- **Group activities** like cleaning the school camps, visiting slums, service campus, visits to hospitals, visits to places of worship of different faiths should form part of content in value education. Discourses on the lives of spiritual leaders can bring out values like self-sacrifice, collective happiness, love for truth and ultimate values of life for which the great leaders lived.
- **Personality Development** Retreats' could be held to enable the students to develop self-control, punctuality, sharing and caring respect for other faiths, cooperation and the value of silence(inner peace).
- **Prayer, Meditation** and 'Shramadan' could form part of the content of value education. They can help the students cultivate inner poise and an attitudinal shift, and develop the quality of 'dignity of labour'.
- **Observing 'Jayanthis'** i.e., birthdays of great national and spiritual leaders and organizing youth organizations for character development like Balaka Sangha and Taruna Sangha can go a long way in the inculcation of values in students.

Conclusion: India is a multilingual, multicultural and multi religious country. It is very clear that coming decades are going to see a greater explosion of science and technology. Application of science and technology in a more humane and rationale way is related to moral and ethical responsibility. The values get transmitted most often are rather contrary to the values desired by the family, society or school. Value Education promotes broader capabilities, attitudes and skills that matter not just in schools, colleges and universities but also life beyond schools, colleges and universities making the world a better place not just for themselves but also for their family, friends, colleagues and others. Value Education also prepares student for the world of work. The attitudes and values of hard work, discipline, cooperation, communication skills etc. enable them to develop healthy interpersonal relationships at home and in school, which in turn facilitate their better adjustment on the practical life.

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