

## **Need to Introduce Value Education in Modern Society: The Challenges of the Times**

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### **Abstract**

*Education in general and value education in particular occupies a prestigious place in current situation of contemporary society. Due to rapid progress in various areas like science and technology, economic infrastructure etc. the present education needs moral, spiritual and aesthetic values to be included so that our culture and traditions can be preserved & transferred to the next generation by the help of value education only. Values are goals set for achievements and they motivate, define and shade all our activities cognitive, affective and conative. They are described as the socially defined desires and goals that are internalized through the process of conditioning, learning & socialization. Value education is much concerned with striving for personal wholeness as well as generating a responsible attitude towards others and an understanding of wrong and right behavior. The most constructive factor in value education is its purpose which encourages the student to explore the powers while offering living guidance and setting appropriate limits to behavior. Value education helps in building and strengthening of positive sentiments for people and ideals. It should prepare individuals for active participation in social life and acceptance of social rules. This paper is based on secondary sources with the objectives 1) to study the role of value education in modern society. 2) to meet the challenges of the times to promote value education in modern society 3) to give some suggestions to promote value education.*

### **Introduction**

*“Education without values, as useful as it is, seems rather to make man a more clever devil.”—C.S.Lewis.*

The definition of value education is educating the child to harmonize every aspect of his being viz. spiritual, physical, emotional, intellectual and psychological so as to develop his personality in a holistic manner. Value shapes our relationships, our behaviours, our choices, and our sense of who we are. The more positive our values, the more positive will our actions. This is one of the reasons why value education is being taught or included in all type of education, because it plays a great role for student's becoming successful in their own choice of careers. Values in education are like what virtues make of a human being. Value education harmonizes the need for the student to achieve in a competitive world and the need to be compassion to his fellow beings. While society today faces many pressures and pulls of modern day advancement in education with its competitive marking system is creating a market oriented society. Children are being groomed to be professionals to capture the top salary jobs in the market. All the same while it is necessary to teach the child to fish

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instead of giving him a fish it is values that make a man. Value education is the process by which people give values to others. Powney et. al. (1995) It can be an activity that can take place in any organisation during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being and to reflect on and acquire other values and behaviour which they recognize as being more effective for long term well-being of self and others. There is a difference between literacy and education.

Values education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organizations. There are two main approaches to values education, some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behaviour for themselves and their community, Minnis (1991).

The process that gives young people an initiation into values, giving knowledge of the rules needed to function in this mode of relating to other people, and to seek the development in the student a grasp of certain underlying principles, together with the ability to apply these rules intelligently, and to have the settled disposition to do so, David (2000). Some researchers use the concept values education as an umbrella of concepts that includes moral education and citizenship education, Cheng et. al. (2006). Themes that values education can address to varying degrees are character, moral development, Religious Education, Spiritual development, citizenship education, personal development, social development and cultural development, Taylor (2006). There is a further distinction between explicit values education and implicit values education, Cox (1988). where: Explicit values education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions Another definition of value education is "learning about self and wisdom of life" in a self-exploratory, systematic and scientific way through formal education. The values and attitudes we live by affect how we relate to other people and to all our activities in the environment, and so are a major influence on our prospects for achieving a sustainable future.

Although they cannot be separated from cognitive understanding, values and attitudes relate to the affective (or emotional) dimension of human behaviour. While values and attitudes are similar in this regard, they differ in several important ways. Values are generally long-term standards or principles that are used to judge the worth of an idea or action. They provide the criteria by which we decide whether something is good or bad, right or wrong. Attitudes predispose us to respond in particular ways to people and events. They are not so deeply felt as values and quite often change as a result of experience.

**Meaning of value-based education:**

Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also the knowledge of social conduct, strength, character and self-respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self-respect. Education is a continuous learning experience, learning

from people, learning from leaders and followers and then growing up to be the person we are meant to be. Value-based education is a threefold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects: physique, mentality and character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these. Education plays a huge role in precisely this area. Value-based education is a tool which not only provides us a profession which we can pursue but also a purpose in life. The purpose of our life is undoubtedly to know oneself and be ourselves. We cannot do it unless we learn to identify ourselves with all that lives. The objective of education in a country like India, which has a glorious heritage and can boast of diversity in geography, culture, values and beliefs very rarely seen in this wide world, should be to educate a student of the value system which is indispensable to live successful life, Das (2008).

**Importance of value education in schools:**

The importance of value education in schools is highlighted by many a principal. Why is value education important in schools? Often the teacher explains the meaning of value education to children. Value education begins at home and is developed in schools. Stories with quotes on value education are important to help children understand the topics of value education. Many value education videos are also available for value education for kids, students and for children for all ages. At time value education is offered in schools. Moreover value education and character building go hand in hand just the same as national integration does. **Don Boscos's School, Jesus and Mary's Convent, St. Xavier's School and St. Michael's** in India are fore runners in the field of value education in schools today.

**Importance of value education in India:**

Value Education in India from the ancient times has held a prime place of importance. From the gurukul stage the child not only learnt skills of reading and archery but more the philosophy of life in relation with its impermanence. Hence education in India was born of this vision to achieve one's experience in the absolute as a spark of the divine and in this process practice of one's duty accompanies the acquisition of knowledge. In the modern school system value education, was termed moral education or moral science.

Today most schools in India offer value education through school education. While private schools offer value education through class-wise books on value education others offer value education at special times in the school schedule e.g. assemblies, festivals etc. through activities on special themes and topics of value education e.g. national integration, character building etc. Value education quotes are available on websites for special displays, use in essays on value education and for notes on value education. The main object of the study is to inculcate moral and value based education in schools and colleges and to know the attitude of intermediate students towards moral values.

Hogan (1973) believes that moral behavior is determined by five factors: (1) Socialization: becoming aware as a child of society's and parents' rules of conduct for being good. (2) Moral judgment: learning to think reasonably about our own ethics and deliberately deciding on our own moral standards. (3) Moral feelings: the internalization of our moral beliefs to the degree that we feel

shame and guilt when we fail to do what we "should." (4) Empathy: the awareness of other people's situation, feelings, and needs so that one is compelled to help those in need. (5) Confidence and knowledge: knowing the steps involved in helping others and believing that one is responsible for and capable of helping.

### **Need of Value Education**

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. Our values in life must draw their inspiration from these ideals. University education commission 1948-49 mentioned the various aspects of morality as: loyalty, courage, discipline, self-sacrifice and spirituality. The Secondary Education Commission 1952-53 laid special emphasis on the following values in the formation of character of the students:

### **Aims and Objectives of Value Education**

In a Values-based education, children develop a secure sense of self. They become more empowered to take responsibility for their own learning. Research shows that children develop academic diligence when they are involved with a Values-based education. They develop relational trust. They become articulate and able to talk freely and well. Through silence, quietness and reflection techniques of the Values-based framework, children can understand much more deeply their work and their lives. From the social perspective, Values-based Education promotes effective learning and underpins the continuous improvement of personal, social, moral and economic wellbeing. It is an investment in individual capability and self-responsibility and its product, therefore, promises significant value to society. Value education should aim at the development of values of the following type. Scientific temper of mind, Large heartedness, Co-operation, Tolerance and Respect for the culture of other groups.

*“Analytical thinking, critical-thinking, lateral thinking and problem solving are required in most occupations today”*

### **Examination Reforms, NCF-2005, NCERT**

#### **Importance of Attitudes and values for students (Co-Scholastic area)**

While value education is important for students, the curriculum includes various forms of value education by means of stories, power point programs, activities etc. Books, videos and source material on various topics of value education are provided to children. Several schools promote value education projects, and exposure trips. Schools run by the MontAa so ka gdhers like St. Columbus, and MSFS schools in India train children to be responsible and contributing citizens of the nation for a better world. The archdiocesan schools in Delhi impart value education, which is compulsory in all the seventeen schools. So to in the 150 archdiocesan schools in Mumbai value education takes prime place.

**Indicators of Assessments for Attitudes and Values**

	<b>Attitudes and values</b>
<b>Towards teachers</b>	1) Shows respect and courtesy at all times inside & outside the classroom
	2) Demonstrates attitudes that are positive and conducive to learning
	3) Takes criticism in the right spirit
	4) Respects & follows class teacher & school rules
<b>Towards school/college</b>	1) Shares a healthy rapport with mates
	2) able to interact effectively with classmates
	3) Able to express ideas and opinions in a group
	4) Respective to ideas and opinions of others in a group
	5) Respects and is sensitive to differences among peers in –ability, religious beliefs, gender, culture etc.
	6) Kind and helpful
	7) Able to inspire members of the class/ peer group
<b>Towards School/college Programmes</b>	1) Punctual and regular in attending school programmes
	2) Participates and volunteers often for school programmes
	3) Delivers a job assigned effectively and responsibly
	4) Displays a healthy school spirit
	5) Display leadership skills
	6) Inspires others to participate in school programmes
<b>Towards Environment</b>	1) Respects school property
	2) Aware of / sensitive to the threats posed to nature by mankind, shows responsibility towards environmentally sensitive
	3) Participates in school driven activities relating to care for the environment
	4) Participates in community driven activities relating to care for the environment
	5) Takes the initiative and plans activities directed towards the betterment of the environment
	6) Cares for others, respect life, respect Mother Earth, love for one's own country.

A student as a person is a composite individual replete with core values. It is these universal values that need to be strengthened within the school system and outside by teachers, parents and the community. These need to be carefully observed by the teacher and recorded for example whether a student is kind only to a friend or extends it to the other student in the corridor or other common spaces or the community.

<b>Value Systems</b>	• Understands the need for rules and follows them
	• Honest and ethical exhibits Integrity
	• Has Self-respect
	• Polite, courteous to everyone
	• Exhibits leadership
	• Respects diversity (culture, opinions, beliefs, abilities), respects the opposite sex
	• Shows a kind, helpful and responsible behavior/attitude
	• Displays commitment and an open mind
	• Work efficiently, respects time, his/her own and others
	• Displays a positive attitude towards peers, adults and community ; seeks and provides solutions
	• Is responsible member of the community, displays spirit of citizenship, is conscious of his responsibility towards the community specially the underprivileged members
	• Peace loving, Strives for conflict management in all stressful situations
• Ability to find happiness within oneself	

One of the major objectives of school education is to prepare a student for life. This really means that a student must grow in several dimensions as they move from primary to secondary school. They should know how to take informed decisions as young adolescents about to step into a world. They need to develop and grow in their ability to interact with peer-group, society and the community. They need to develop the ability to cope with change and flexibility to adopt a rapidly changing environment. Participation in Creative, Scientific, Aesthetic skill, Performing arts, Eco Club and health and Wellness Clubs helps them to develop holistically.

#### **Techniques and Tools of Evaluation**

Tools and techniques are required to gather information. These should be valid, reliable and usable. Interpretation of gathered information needs to be given in numerical scores, grades as well as in qualitative terms. Judgment should be made not just on scholastic aspects but also on co-scholastic aspects which depend to a large extent on the learning ambience and learning culture of an institution.

#### **Conclusion:**

The values or moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals

and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. Values however are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity. In the present time moral degeneration are occurred. The main causes of value degeneration are: Lack of respect for the sanctity of human life , Breakdown of parental control of children in families , Lack of respect for authority seen through the brazen breaking of the law and total disregard for rules and regulations , Crime and corruption , Abuse of alcohol and drugs ,Abuse of women and children and other vulnerable members of society and Lack of respect for other people and property. To solve all these type problems it is necessary to know the main causes of the above problems. We know today children are tomorrow's citizens. If we give good education to the present day children, the future of the next generations will be well. Now we are living in the modern century. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and value things. Today we are facing so many problems like terrorism, poverty and population problem. It is necessary to inculcate moral values in curriculum. Due to liberalization, industrialization and globalization rapid changes are occurring in almost all social sciences. The value possessed and their attitudes according to the changes should be known up to date vast changes are occurring in the education. So called philosophical foundations of India are declining day to day with the country in a state of social turbulence, the goals and functions of formal education need to be reassessed and updated. Through education we can change the world. According to Father of Indian Nation **M.K.Gandhi:**

**“If wealth is lost nothing is lost**

**If health is lost something is lost**

**If character is lost everything is lost”**

Best of all things is character.

In today's scenario our values have been discarded by the new generation in the upcoming of the new fashion. In such a situation it is very important for someone to lay down basic principles for us so that we may lead a brightened life, no matter the stepping stones of success hit us hard we on the basis of these principles can guide our life. Thus value education completes this need very easily with an impact on the young minds making the world a better place to live in.

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