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**AN ANALYSIS ON THE IMPORTANCE AND ROLE  
OF VALUE BASED EDUCATION: THE NEED OF  
THE HOUR**

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# An Analysis on the Importance and Role of Value Based Education: The Need of the Hour

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**Abstract – Education is a powerful and pervasive agent for all round development, individual and social transformation. This alone can sustain culture and civilization. Education should lead to the development of integrated personality and inculcate values like patriotism. Spirit of national unity and a healthy appreciation of the rich variety of cultural expressions and promote a humanistic outlook.**

**Value education is a many-sided endeavor as value itself. The theory and practice of value education speak to emotional, rational and active selves of individuals. It helps individuals to resolve or accept conflicts with others and to realize their beliefs in action. The school authorities can organize various activities and functions for the purpose of inculcation of values in the students.**

**This paper talks about the importance which is being given to the concept of value education along with the academic and professional education to the students so they can empathise with the society to which they are going to belong and contribute to the growth and development of the world in a big way.**

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## INTRODUCTION

The values are taught by the Family, Society, Religious organizations, formal and informal education system and NGOs, etc. However, more stress on value education may be laid at the school level as these are the formative years of children. Child is the future of the country. We must develop them thoughtfully. The fulfillment of the basic needs leads to a higher set of socio-political needs and ultimately to the goal of the full flowering of human personality or total development and the release of the creative energies of every individual. In all these, values play an important role.

Education is a systematic attempt towards human learning. All learning is subjective and self-related. Educational activity starts with the individual. Knowledge should not be made remote from individual reality and irrelevant to the individual. Knowledge can never be 'learned'. Knowledge is the fruit of experience and experience is the sensation of the individual. Individual experience is an internal happening and is the function of awareness.

Education is a powerful and pervasive agent for all round development and social transformation. This alone can sustain culture and civilization. Students can be enabled to acquire intellectual, democratic and aesthetic values and a deeply felt concern for the environment. The content of value-Oriented education should include:

- Earning of knowledge and capacity to utilize it for the good of the Society.
- Democratic education
- Aesthetic education
- Course in ethics
- Spiritual education
- Provision for activities involving values.

Today the most important factor which contributes to becoming a complete human being is not the degrees we collect on our way to becoming sort after professionals with the highest packages the corporate can offer us but the values that we carry with us to our schools, our colleges and our diverse work places and most importantly in our everyday relationships where the emotional quotient is more important than the intelligence quotient in our lives which is surrounded by people across all levels which attribute to our personal and our professional lives.

"When we actively engage with values we start to understand their implications for making choices about our attitudes and responses. A Values-based approach encourages reflective and aspirational attributes and attitudes. These can be nurtured to help people discover the very best of themselves,

which enables them to be good citizens and prepare them for the life of work” International Value based Education Trust.

Our traditional society has undergone a tremendous transformation in the last one century or so and the outcomes of this developed society has left behind the values that we used to follow in our Gurukula system where not only science and maths were taught to the students but also moral values like ethics, the practice of honesty, integrity, respect for each other, dignity of labour and every individual and hard work was inculcated in the students.

Many children do not know the difference between right and wrong. It is this imbalance that has led to many of the world's problems today (Alderman). The mind of a child is like a blank paper and he will imbibe whatever you write on it because the child will learn and inculcate the things which will be taught to him. The role of a mother and a teacher becomes extremely important in the context of imparting values to the children because their interaction with the children is maximum. Once the basic values are inculcated in the children then the rest of the life is a lifelong learning process for the individual.

Today when you open the newspaper in the morning or switch on the television to listen to the news the news items which are most prominent are the ones relating to robberies, rapes, shooting, road rage cases, murders and so on. In this kind of the external scenario the development of the character of the child and subsequently his personality and his behaviour is very difficult to control as the environment around the child is very volatile. If we teach values at home and in school it automatically becomes the part of the psyche of the person and as such it helps us in shaping the society in which we live today.

Our children, our youth shape the society that we live in and it is very important for them to imbibe the values that have been holding our world together through the ages. Education is not about churning out students who can rote learn a ten page perfect answer to a question but it is about the respect a child must have for an elderly person, respect he must have for his teachers and classmates and the appreciation he must have for nature and the environment in which he is living and the environment which nurtures and nourishes him from birth to death. The values that include, behaviour which help in shaping the personality of the child and subsequently help our society because our children form the society which we live in today as well advocated “It will also help people to become a useful member of the society and develop an appreciation of their culture heritage and live more satisfying lives (Bequist, 1992; Bloom, et al., 1981)

Over the past two decades, colleges and institutions have devoted energy and resources to a wide range of educational programmes and initiatives designed to

promote character values and behaviours in their students (Dalton and Crosby, 2010). The effort and the persistence with which we work for the education system in our society to become value based would definitely help us to build a better society.

Today's society needs the system of value-based education to steer our children and our youth in the right direction because that is the need of our society today and this is felt not only in the Indian society but also all over the world. A fundamental challenge to education in this century, which calls for concerted actions, is to teach human values and social skills most necessary for learners to be a „complete person (UNESCO Report 2000)

In India, most value education programmes have been initiated by religious organizations. However, they are generally secular in nature and universal values like honesty, trust, responsibility, compassion etc., are given prime importance. Sathya Sai Organization, Ramakrishna Mission, Ananda Sangha, Art of Living, Brahma Kumaris, The Chinmayananda Mission and many others are actively involved in promoting value education in their schools or in the form of informal or formal classes. Gandhiji said that ‘formation of character should have priority over the alphabet’ and Swami Vivekananda said that teaching of religion must be part and parcel of education which, according to him was essential to teach values. Over the years, however, value education has taken the back seat.

In recent times, the CBSE and NCERT have been making efforts to re-introduce Value Education (VE) into the curriculum. NCERT had set up a National Resource Centre for Value Education (NRCVE) in 2000. In 2002, it launched a “National Programme for Strengthening Value Education.” The focus was on generating awareness, material development, teachers’ training, promotion of research and innovations in the education of human values. Guidelines for value education in the school system were to be developed. The CBSE had introduced Life Skills in classes VI and VII in 2003 and by 2005 had extended it up to class X. Now, they not only have a set of lesson plans for teachers of the subject but have also introduced the concept of Value Based Integrated Learning (VBIL) wherein all lessons are linked to some “value”. However, 12 years since the NRCVE had been set up and 7 years since the CBSE sent out its directive, that schools should devote at least 2 periods a week to Life Skills, the situation on the ground is very different.

Some schools call it “Value Education”, others call it “Life Skills” and some even call it “Personality Development”. Some schools have prescribed books for the subject, but unlike subjects like Music, Dance, or Physical Education there are no specially trained teachers for the subject. No school, that I have come across, schedules more than one class a week for VE. All classes are taken by teachers who have not been trained to teach the subject and often, seem to have

no interest in it. Most are unaware of the efforts made by CBSE to help them with teaching this subject. Many teachers use the period allotted for the subject to teach other subjects. How then can we expect "Value Education" class to make a difference?

## **VALUE EDUCATION OR VALUE-BASED EDUCATION**

The value education is not a new concept. It is recommended by Sri. Prakash, Dr. Mudolia Azad, Dr. Kothari, Mahatma Gandhi, Dr. Radha Krishnan, etc.

Education not only develops morality but also makes an individual capable for leadership and or intelligent fellowship. Regarding the need of introducing religious values. Peters (1979, p.4733) writes that the religious values are "prosecuted and severely censored in totalitarian or collectivist societies". He further mentions that education demands the development of various types of awareness, abilities and skills. An individual in a democratic set up should be given some form of initiative to inculcate religious values in the hope that he may develop them. Peters (1973, p. 473) mentions that in "democracy liberal view of the role of religious values is taken because of the importance ascribed to freedom and tolerance and because reductions in transmitting cultural heritage. But certainly religious values are not distinctive of the democratic way of life". From these central values the aims of education are generated, i.e. morality, knowledge and understanding of human condition, self-fulfillment of the individual, preparation of work, etc.

Dr. C. M. Yogi, Founder - Society for Value Education (SVE) has nicely compared Education with the Value-Based-Education in his paper presented in a Workshop organized by Save The Children and Curriculum Development Centre on 29th December, 2009 as follows:

<b>Education</b>	<b>Value Based Education</b>
opens up our mind	gives us purity of heart too
provides us with skills	provides us sincerity too
extends our relationship with the world	links us with our own family members too
makes our living better	makes our life better too
teaches us to compete with others	encourages us to be complete too
makes us a good professional	makes us a whole human too
takes us to the top	takes the whole society to the top
gives us capacity of better learning	gives us the tool for a deeper understanding too
gives us Anna	provides us Ananda too
may bring limitations	is for liberation

After all right education means- "Sa VidyaYaVimuktaye". It means, "that is knowledge which liberates." In one of the post in my blog "SanskarSarjan" I have explained elaborately about its meaning. Actually this is my favorite saying in Sanskrit which I quote everywhere. The education which we are imparting nowadays doesn't fit at all in this definition of Vidya. As the vidya in this saying, connotes very high meaning, spiritual meaning.

## **VALUE EDUCATION: NEED OF THE HOUR**

Mankind is passing through a crisis. The tremendous emphasis on the scientific and mechanical ways of life is fast reducing man to the status of a machine. Moral and religious values are being undermined. The fundamental principles of civilization are being ignored. Conflicts of ideas, manners and habits are pervading the atmosphere. Disregard for everything old is the fashion of the day. At this situation, the solutions of all these social and global evils is through value education. Emphasis should be laid on such education through which moral values can be developed among the students so that they can conduct their life morally. They can decide what is right or wrong; what is good or evil; what is justice or injustice. If we can make a student as a good human being, the development of moral values within him is the prior task of education. They are the foundation of human existence. They make our life meaningful. Due to dearth of values in the present generation the curriculum must give prominence to value education. Value education has never been out of style. It is very relevant in almost all the fields concerning human activity. We have outstanding doctors who are in to organ robbery, brilliant engineers whose bridges collapses soon after their bills are passed, accountants who rob government treasury by manipulation, civil servants who rule as emperors, politicians with fake promises. All of them are the best educated and trained but their intellectual dishonesty is horrifying. Hence, the need of development of moral values is very significant. Some important needs have been mentioned below:

**1. Preparing Our Children for Future Roles in Society:** Knowledge gained in school is only one goal of education. The primary goals of education should be enabling students to gain knowledge and moral values. Our kids will need both in preparing themselves to be good parents and citizens in society.

**2. Many Parents Aren't Teaching Moral Values:** If all parents were teaching their children moral values in the home, it would not be necessary for the schools to do this work. The sad fact is that a lot of kids are not learning from their parents the difference between right and wrong. This is because most mothers and fathers in their busy work days spend



only a few hours with their children. In many families there is only one parent and no other role models for kids to follow:

**3. There is Too Much Violence and Dishonesty in Society:** Every day students are exposed to violence, dishonesty, and other social problems in the media and the real world. How many times have we heard about school shootings? What about other times when students are caught cheating on exams? Then, too, we read about bullying in school and fights between gangs. If moral values were taught in schools, we would have fewer of these problems.

**4. To Counter Bad Influences in Society:** Unfortunately, many of the role models of young people are setting bad examples. These bad examples range from sexual promiscuity, degrading of women, advocacy of violence, and the condoning of dishonesty in order to succeed.

**5. Moral Values Will Stick with You for Life:** The significant of moral values in our life is very important. Moral values teach us what is right or wrong. Thus, we can conduct our life in a right direction. We can understand what is good or evil. This type of learning helps us to conduct our life morally in this world.

## VALUES

Values as per technical definition are important and lasting beliefs or ideals shared by the members of a culture about what is desirable or undesirable behaviour. Values have major influence on a person's behaviour and attitude and serve as broad guidelines in helping us to decide what is right and what is not. According to John Dewey (1948), "to values means to prize, to esteem, to appraise, to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts to the of values as compared with something else. Values are defined as enduring beliefs, specific modes of conduct or end states of existence along with continuum of importance and are relatively resistant to change

It is important for the basic values to be a part of the personality of the children at the nascent stage of their lives. "The value concept is able to unify the apparently diverse interests of all the sciences concerned with human behaviour." A psychologist wrote these words that proclaim the centrality of the value concept. Sociologists and anthropologists have echoed similar opinions. These theorists view values as the criteria people use to evaluate actions, people, and events and relationships in life. If parents and teachers are able to provide the moral values and the right beliefs to the children than the society would be in a better position to find a way to progress.

Val Hall (1994:21) defines values as "the ideals that give significance to our lives that are reflected through the priorities that we choose, and that we act on

consistently and repeatedly. Hill 2004:63) provides a slightly different emphasis. "Values are the priorities individuals and societies attach to certain beliefs, experiences, and objects, in deciding how they shall live and what they shall treasure." So it to be inculcated at a very early stage in the life cycle of a child.

Values relate to our purpose in life and should be used as guiding principles to make our lives easier and more fulfilled as defined "Values are defined broadly as "the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good or desirable". Values will vary from person to person as they depend on personal judgment, upbringing, culture and traditions. Our values are of extreme importance as they steer and shape most of the things around us: relationships, behaviour, choices and personal identity are all affected by a person's values.

There are various factors which shape human conduct, which include social relations, friend circle, family environment, culture, etc. In the view of sociologists, norms, values, customs and social interactions greatly influence human conduct. One of the most important aspects of human personality, which persuade human action, is morality. The moral development of children begins from their family. When children socialize with their family members, they learn moral values and ethics (Reed, Turiel and Brown, 1996). They develop strong sense of fairness and take rational decision making and practice the same in their daily routine lives. Values are useful indicators of an individual's decisions and actions which helps them in better decision in their personal and professional lives.

## IMPORTANCE OF VALUE EDUCATION

Education should lead to the development of integrated personality and inculcate values like patriotism. Spirit of national unity and a healthy appreciation of the rich variety of cultural expressions and promote a humanistic outlook.

Education is a cultural phenomenon or cultural action. It is demonstrated in the sense that the culture and education promote each other mutually. Each culture develops its own specific form for its illumination, tradition and development. In other words, culture creates education. Thus culture and education show themselves to be essential criteria for human existence as such. According to Jones (1979) "Education has to its content a particular objective-the independence of the individual, which essentially comprehends the capacity for responsibility and with the achievement of this, a particular end in time".

## AIMS OF VALUE ORIENTED EDUCATION

The inseparable link between education and values is evident in the nature and aim of education. The primary task of education is the creative extension of

knowledge but it is not the total task. If education has a relationship with the meaning of life then a proper value orientation of education becomes imperative. Morality depends on the orchestration of human caring, objective thinking and determined action. As a stimulus or motivation, caring seems to come from the gut. To care about others is not only to want to consider their needs but to be able to do so. Thus caring involves both social motivation and social knowledge. Learning to care about people is learning to know about them as well. Caring is not totally removed from reassuring but reassuring is distinct from caring. The reassuring inherent in negotiating situations of moral problem or moral conflict is thus more complex than the reassuring involved in caring.

Value education is a many-sided endeavor as value itself. The theory and practice of value education speak to emotional, rational and active selves of individuals. It helps individuals to resolve or accept conflicts with others and to realize their beliefs in action.

## CONCLUSION

Values and education are interdependent and inseparable. Education leads to cultivation of values and the cherished values of the society provide direction to the very educative process. Thus inculcation of values in the curriculum and co-curricular and activities helps the students to imbibe the values from various sources which helps the students to lead an independent, value-based life throughout the life which indirectly helps for bright future of the nation.

There is lot of requirement from all quarters to implement the value based education system at the grass root level in our schools and colleges so that it gets inculcated into the very psyche of the child about what is the acceptable behaviours what is not. Many countries are realising the need and have started to get the work done but still there is still so much more which needs to be completed in this regard. So we can see that value education is the need of the hour and it needs to be inculcated in our children at the onset and along with their academic education in view of the prevailing conditions and circumstances in the world. Now how to inculcate is another very important and critical question. All the eminent educationist have expressed their views regarding the importance of value education for our society. We have long journey ahead of us to actually bring the values based education system up to the required level of acceptance in our holistic educational development institutes and the implementation especially in India is going to require lot of effort but since the need for value based education is being felt by most eminent people and in many countries all over the world we can hope to see lot of work being done in this direction.

In conclusion, mere desire or aspiration to progress in life is not enough; success should be based on values. And for that value-based education must be imparted in today's institutions. So that the students may emerge as good leaders in their chosen fields.

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