

Importance of Value Education: An Attitude Formation

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ABSTRACT

Character development through value-based education is urgently needed. Today, the globe is struggling beneath the weight of evil. In every sector, we find that evil is prominent and that kindness is marginalised. Hence the need for value based education. Today's educational system is an important tool for attracting students and instilling moral values in them. We will have a humanity of character and integrity if we are thin. A new perspective on today's educational system is required. A re-orientation is required to combat the widespread plague of value degradation. Character development through value-based education is urgently needed. Today, the globe is struggling beneath the weight of evil. In every sector, we find that evil is prominent and that kindness is marginalized. Hence the need for value based education. Today's educational system is an important tool for attracting students and instilling moral values in them. We will have a humanity of character and integrity if we are thin. A new perspective on today's educational system is required. A re-orientation is required to combat the widespread plague of value degradation.

Keyword: Value Education, Knowledge, Character Development

“The one thing that interferes with my learning is my education” Einstein

I. INTRODUCTION

According to Sir H. Verney, education in India included a difficult task of causing a stream of valuable information to seep across the many layers of a vast people steeped in everlasting institutions. The British are credited with establishing a formal educational system in India. When the English arrived in India, all educational institutions were privately owned, and the government had no influence over them. Pathshalas and Madrasas or Maqtubs were the two sorts of institutions. The former were associated with Hindu religious institutions, while the latter were associated with mosques. However, the educational system was flawed and unreliable. The state had very little influence over this area. Company did not intervene in the sphere of education for a long time, allowing the existing system to function undisturbed.

With the arrival of the East India Company in India around 1600AD, Western schooling began. In 1673, Pringle created a secondary school in Madras, where the Company's workers taught. Between 1715 and 1731, the

Company established schools in Madras, Bombay, and Calcutta, as well as financially sponsored schools in Tanjore and Kanpur, in accordance with the Charter of 1698.

The Company took the first official move in the sphere of education in 1781, when it established a Madarassa in Calcutta to teach the sons of Muslim nobles for important positions in the state under Warren Hastings' reign. This Madarassa taught theology, logic, rhetoric, language, law, natural philosophy, astronomy, geometry, and arithmetic, among other subjects. Similar educational institutes were afterwards established in Banaras. Jonathan Duncan, the British Resident of Benaras, founded Benaras Sanskrit College in 1785, while Lord Wellesely founded Calcutta's Fort William College in 1800.

The Bengal Asiatic Society was founded by Sir William Johns to promote historical studies. In Bengal, John Owen, the Bengal Presidency's Chaplain, attempted to establish schools to teach the people English, but his efforts were in vain. The issue of Indian education was contested in the House of Commons at the renewal of the Company's Charter in 1792. It was recommended that missionaries and schoolmasters be sent to India to educate the Indians.

In Calcutta, the Anglican Missionary Society established an assisted and a free school in 1800. The Baptist Mission also done excellent work in India in terms of spreading education. They established a printing press at Srirampur around 1800 to print books. In the history of Indian education, the Charter Act of 1813 was a watershed moment. The East India Company was given responsibility for education in India under the Charter. It also included a provision for an annual award of not less than one lakh rupees for education promotion in India. This Charter set the groundwork for India's educational strategy. It also symbolises the beginning of Indian education's contemporary era.

According to Lowell Milken, "**Education provides the fullest opportunities for fulfilling ourselves. It is the access to all that a person has yet to learn**". Education is derived from the Latin word '*educare*' which means 'to bring out'. Education is then to bring out the hidden talents from the learner. In this context a teacher or an educator is compared to a midwife who, without any effort, brings forth the child. Education is then to give name, shape and meaning to a student's wishes and dreams, through making him/her realize their capacity and capability and thereby to build their own 'nest' in this global arena through their career or vocation, without ever conflicting with or destroying the common good. In Webster's dictionary we find '*Education is for instruction or training*' by which the young learn to develop and use their mental, moral and physical powers. In other words education is character formation. In this process there is more than one approach depending on the method of education.

Education is not mere imparting 'Information'. It is much more than that-it is in fact 'Formation'. Formation is an insider's job- a student should be able to be aware of this goal to be achieved. Others starting from the parents should be able to help them to become aware of it and should help each one to realize this goal in reality.

According to the well known Chinese proverb:

"If you are planning for one year, plant grain;

If you are planning for ten years, plant trees;

If you are planning for hundred years, plant men".

The above proverb signifies the importance of planning for the human resource development. The planning process cannot start at any one single point of time and end at anyone point, but it is a perennial activity which needs to be kept alive for immediate as well as for medium and long term periods. Any country should have short term, medium term and long term plans in all sectors for its developments, and so should be true with education sector, covering the school education system. Once the creative potential is identified in an individual there is a need to enable them to blossom to their best under the most conducive environment.

There are a number of methods suggested and tested by specialist in the area. They include brain-storming, brain-calming, mind control, synectics, morphological, analysis, bionics, random stimulation, value engineering, free association, scenario writing, altered state of consciousness, awareness development, biofeedback training, deep relaxation, creative dreaming, gestalt therapy, enhancing incubation, socio-drama, psychodrama, meditation, sensitivity training, sound and images, analogies, attribute listening and scamper, reversal method, destructing-restructuring etc. Some of these have been tried out by different researchers in the field of education.

Advancement of any society or nation depends on the quality of education being imparted there. For quality of education we have to adopt modern and easily understandable techniques of teaching. Learning takes place throughout the developmental stages of adulthood and in a variety of situations. **"Our moral ideals do not work with Chisels and hammers; like trees they spread their roots in the soil and their branches in the sky"** says Rabindranath Tagore.

Education is seen as a critical component in the growth of any individual or community. Education is critical for people's progress and existing knowledge, decision-making, and technological transfer. Education can be obtained through official or informal educational systems.

Education and human well-being are inextricably linked or interdependent. They are unable to be separated. In today's world, education is essential for people's socioeconomic progress. Education may help with a variety of issues that arise as a result of the unhealthiness of growth.

II. TRADITIONAL VALUES AND MODERN EDUCATION

Education has two vital purposes: first, it preserves and transmits societal ideals, and second, it prepares people to meet the obligations placed on them by society. Because each educational institution functions inside a socio-

political framework, it not only reflects current socio-political ideals, but also aids in the implementation of change. Only a dynamic educational system can face the demands of a rising society; without it, education's goal disintegrates and it fails to fulfil its duty. As a result, the form of curriculum and training determines the effectiveness of any educational system. In this background, it is reasonable to conclude that the old educational system is incapable of meeting the requirements of a rapidly changing society. This explains why traditional educational institutions are currently failing to attract young people. These institutions, which formerly played an important role, have now been consigned to the background.

Human beings are social creatures. He is a member of society. He is civilised and cultivated as a result of society. Almost everything he learns comes from his environment. He is the only one who has the ability to learn. His ego grows in society, and he is referred to be a human being. Concern for others, social service, and sacrificing one's own interests are all examples of altruism. Society has developed social ideals to make life safer, more pleasant, civilised, and worthwhile. As man began to live in groups, he needed to adhere to some sort of code of behaviour in order for everyone to live in harmony. One of the most essential societal principles, for example, is "Thou must not steal." Another social ethic is to "always speak the truth."

In the words of Sri Radhakrishnan, **"The troubles of the whole world including India are due to the fact that education has become a mere intellectual exercise and not the acquisition of moral and spiritual values"**. At a time when moral and social values are disintegrating, religion is losing its grip, power and knowledge are being exploited for vested interests, and nations are losing confidence in one another, moral values education is crucial and needed. Morality refers to a set of ethical ideals that are necessary for living a noble life. Moral principles play a vital role in a person's life. Character is built on a foundation of morality. Morality is the only salve that can cure humanity's wounds. It is moral values education that will motivate people to use atomic energy for the development of humanity rather than for destruction.

Every culture has some value system. According to MacIver, **"Culture is the realm of styles, of values, of emotional attachments, of intellectual adventures"**. It is the inner beauty and refinement of intellectual aesthetic and moral aspects of personality.

Modernity has had a stronger effect on human ideals in recent years. Social, moral, and religious values are disintegrating in today's world. Bribery, corruption, discipline, and violence are on the rise when knowledge and authority are utilised for personal gain. External ideals such as truth, beauty, and kindness are fading away. People used to have blind trust in religion and would willingly devote their lives for it. Dharma, Artha, Kama, and Moksha were originally seen to be four noble principles of Indian culture; however, individuals are now more concerned with their personal well-being. They are unconcerned with the well-being of others. People are growing increasingly greedy in the present era. Some people have become thieves, dacoits, smugglers and sexually corrupt. Mahatma Gandhi said, **"The lust for money and power has corrupted them"**. Modernization has influenced our custom and traditions. In ancient times people used to worship for many hours in a day but in the modern age the tendency of worshipping are decreasing. Standard of living of people in the

moral sense has been changed. Many changes have taken place in human behavior, in culture, customs, laws, social norms, art, literature, religion and value system have tremendously changed. Changes have taken place in behavior and character of human beings. In the words of Prof. Joad, "The modern culture is totally different from the old culture. It is because of change in human values." Modern civilization is different from ancient civilization.

At present there is greater need for value oriented education, when social, moral, cultural and spiritual values are disintegrating, when religion is losing its hold, when power and knowledge are being misused for vested interests, when black marketing, corruption, barbarism, indiscipline, violence are fast spreading. It is essential that education should be value oriented. Only value oriented education can promote individual and social welfare, love, peace, goodwill and understanding.

III. VALUE EDUCATION: NEED OF THE HOUR

As we glance through the newspaper we are shocked to see the flooded news like "Student gang raped by teacher", "Son killed the mother", "Women killed for dowry", "Students slapped the principal" etc exposing the moral and ethical status of our society. Now the question floats as to who is responsible for this moral degradation. What are the ways and means to overcome this crisis? The answer lies in the fact that prevailing system of education and training have failed to produce man of character and integrity. The current system of education is flooded with textual scholarships, forgetting the values. Unfortunately, the students are better informed and knowledgeable, but they fail to imbibe basic human values such as truth, honesty, justice, reverence, non-violence, devotion, kindness, sincerity, sympathy, tolerance etc. The feeling of hostility, aggression, restlessness, jealousy, use of drugs and alcohol are commonly found in students of this modern age. Vulgarity in social behaviors, disobedience to teachers, parents and elders and unethical competitive attitudes become the hall mark of young generation. Though exception exists but the number is too small. The present scenario calls to ponder over this situation.

The current educational system requires a makeover. There is an urgent need to re-orient the current educational system in order to combat the current prevalent plague of value degradation. The incorporation of a value component in all educational programmes should be accorded top importance. It's worth remembering that human beings' values - personal, social, political, cultural, economic, moral, and so on – are their life blood. For the harmonious development of one's personality, value inculcation through educational programmes is vital. Without values, no civilization can exist. If we wish to follow in the footsteps of Mahatma Gandhi, Swami Vivekananda, Bhagat Singh, Lala Lajpat Rai, Vinobha Bhave, and other great leaders, a value-based educational system is a must, not an option.

Transformation via absorption, not transmission through communication, should be the goal of education. We live in a world that is tumultuous and anxious. The worldwide phenomena of our day is the value crisis. Recent events have put age-old moral norms at jeopardy. Human values are eroding in all aspects of life, both public and

private. The utter disregard for value dimensions and character development aspects of education is the primary source of value and moral decay.

Swami Vivekananda said that, “**Education is man making process**” hence there is need to have value based education since values are the pillars of meaningful life and education is the tool which can bring a change.

In order to eradicate prevailing evils from the society, the nation needs youths and adults replete with sense of courage and fearlessness, having respect for truth and other religions scientific outlook, faith in non -violence, universal brotherhood and appreciation for Constitutional values etc. There is a dire need to develop such an educational system which creates “**Youth with strong hearts, strong minds, true faith and willing hands, youth whom the lust of office does not kill, youth whom the spoils of office cannot buy, youth who posses opinions and wills, youth who have honor, youth who will not be slick**”. – Oliver Wendell Holmas

Human values emerge through love. Love is the basic value from where flows the whole life and other values. Though prompted by love is truth. Truth put in action is right conduct. Right conduct always leads to peace and peace to non-violence.

We need value imparting education systems which not only gives shape to one’s own personality or character but also impart a certain amount of real joy to life and work. Values are inseparable part of our living and act as motive force not only to live a satisfactory life but also to enrich it. Moreover, how a person behaves, feels, thinks and conducts is in a given set of circumstances is largely determined by value system. Values act as a lamp to guide a person to pave way from the darkness of life, these are not mere glow-worms.

IV.VALUES CAUGHT OR TAUGHT

Values are not only picked up, but also taught; they are learned, assimilated, and put into practise. The term "caught" refers to how people, particularly youngsters, acquire and assimilate the behaviour of those in their family and culture. The word "taught" means that the entering generations are taught about values through their families, religions, places, schools, societies, and the media. The term "acquire" refers to a person's complete exposure to values and what they have absorbed. The term "internalise" refers to a process of rigorous training and practise in which teachers teach by example and learners observe and learn from the teacher. The term "practise" refers to people's actions in putting principles into action in real-life situations. As a result, in order to instil values in students, we need work on a variety of fronts, including teaching and showing values.

Dr S Radhakrishnan was a real teacher steeped in human values. So to be a successful teacher every teacher should inculcate human values. It is human values, which convert work in worship. We have to develop values in life as habits. Nation is not only known by its geographical surroundings but by roots of rich cultural heritage, civilization, tradition and above all by its value preference.

V.SIGNIFICANCE OF VALUE BASED EDUCATION

The need for inculcation of human values is felt time immemorial. The need for value based education is felt by all sections of the world, from the primitive to the modern. What have differed are the context of values and the process of imparting them. In this modern age of Nano-technology and E-Learning the need for value oriented education seems to be more significant because of the following aspects:-

- Without values, it is almost impossible for a person or a society to function properly.
- Values have the status of ‘inevitability’ in human life.
- Values account for mans survival because these are desirable for a satisfactory life.
- Without values life will be in confusion or get chaotic.
- Values lead and individual to live a productive and happy life by satisfying the ultimate needs which may be physiological, psychological or social.
- The ultimate aim of education is to ensure the fullers development of the human personality. This aim cannot be realized in the absence of value oriented education system.
- Kothari commission(1964-1966) observed that “ *Destiny of a nation is shaped in its class rooms*”, meaning there by that nation of tomorrow is going to be what the young people of today at school, college and university level will make it. So to make this country a prosperous, stable, beautiful, dignified, able and strong nation of tomorrow, we need value oriented education system.
- India is a country with different religions and faiths. However, we notice incidents of religious intolerance. The principle of peaceful co-existence should be promoted through value based education.
- India is a country with a great cultural diversity. Culture is a main source of values because man cannot live without it. Indian cultural values such as sound health through practicing Yoga, obtaining concentration through meditation, imbibing truthfulness, valour and courage of Bhagath Singh and other freedom fighters, policy of non-violence of Mahathma Gandhi, love and devotion for lepers of Mother Teresa etc should be inculcated among young generations.
- To make India a progressive and stable country we need leaders replete with truth, honesty, goodness, sincerity and devotion. Only the value based education can take care of such concerns.
- The current system of education promotes such as ‘consumerism’, ‘unhealthy competition’, ‘desire for lust’, ‘frustration’, ‘aggression’ etc which are undesirable.

- The philosophy, objectives and focus of today's school and college curriculum is on fetching jobs and getting lucrative employment. Unfortunately the ideas of character building, patriotism, self sacrifice, national service are ignored.

To sum up, all of us are involved in education in one way or other. There are about 10 lakh schools, 9000 colleges, 200 universities besides likes of private educational enterprises in India making education the largest industry in the country. Caring and mentoring that used to be hallmark of education have taken the back seat and hence quality in education has been compromised. Our independence 68 years ago has paid no dividends in terms of education. Having lost the traditional values somewhere along the way, education is deficient in its support of democracy, secularism, social justice leave alone technological and economical advancements.

“Students are the real wealth of the country” said Mahatma Gandhi 68 years ago **“If therefore the flame of freedom is to shine brightly in India the very first need is a revolution in education”**. A revitalization of the education system is the need of the hour. Education should gain its rightful place in all walks of life and the educated live up to the expectation taking into consideration their responsibility and commitment to the betterment of the nation and pave the way for development that ensures a good quality of life for the present generation without in any way impairing it for the future generation as well.

Until and unless every member of the society feels and thinks that he/she has an active role in becoming agent of social change, social change for the better will remain a distant dream. In order to sensitize people, value based education is an effective measure. This calls for a total community co-operation. With this we can hope for a better tomorrow and a better place to live in.

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