



Changing approaches to values education in modern times: Social and educational role

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Abstract

Learning is the process of bringing about a change in behaviour. Education includes the knowledge, skills, actions, values and behaviours that are integral to the individual and society as a process of transformation in the right direction is called education. Creativity, social justice, national unity, scientific vision, freedom, socialism, secularism, democracy are human values, concepts of good life. These human values are expected to be expressed through the education process. Education is linked through objectives, curriculum and methods. It is through education that human society acquires preserves and enhances its values. In the current situation, value education has become a topic of concern not at the national level but at the global level. The society nurtured and enhanced certain values while forming the society. Without these values, the society would never have gone into the abyss. The development of science led to the material development of human beings and human society. With physical development, human life was expected to become happy, prosperous and secure. But the main reason why it did not happen is that moral values did not develop along with material development. Decline of essential values and degradation of values in society is a fact of today. If this decay of moral values is not curbed in time, the future of the human race will be in danger. Such a realization came in the mind of the thinker and from this realization the thought of teaching moral and modern values started. Along with the changing social needs and trends of thought, the approach to value education has also changed. The definition of values changed over time. Therefore, it has become necessary to change the methods of imparting value education.

Keywords: Value education, all-round development, social control, educational activities, proper socialization, human integration

Introduction

The education through which efforts are made to inculcate and inculcate things that are beneficial and nourishing to human life is called value education. Our thoughts, feelings, and actions require concepts of the good life. Learning is the process of bringing about a change in behaviour. Education includes the knowledge, skills, actions, values and behaviours that are integral to the individual and society as a process of transformation in the right direction is called education. Creativity, social justice, national unity, scientific vision, freedom, socialism, secularism, democracy are human values, concepts of good life. These human values are expected to be expressed through the education process. Education is linked through objectives, curriculum and methods. It is through education that human society acquires, preserves and enhances its values. And that is why value education has been considered as a major tool of social control and development in every society and era.

Meaning and concept of value education

Value education means inculcating the moral standards set for the development of the society in the students while the human being develops his culture. In one sense, education is a process of changing behaviour. It is expected to change the attitude of the students. Value education is any type of education imparted to change the behaviour of the students towards a set norm.

Value education is education imparted through subject teaching as well as co-curricular programs to develop right values, attitudes, emotions and behaviour patterns.

What are the essential values of life? How are they useful? It is not enough just to know. We have to create

conditions for students to accept those values. Value education is not imparting values. All the activities in which a student participates during his/her stay in school should be planned and organized in such a way that the students become aware of the values, accept the values and act accordingly.

According to Vinoba Bhave, life is the accumulation of values, hence the constructive development of humanity must be realized through value education. Value education means education of values. But what is value? What is value? Values include all that is good. The good attitude of not hurting others in mind or body as well as being able to treat others properly should be called value education.

While considering the concept of value education, let us consider here the definitions of value education given by some educationists.

1. **NCERT:** Value education is the education of the guiding principles of life which affect the physical health of the individual as well as the social adjustment, culture.
2. **Values education is the education of standards that determine the level of quality:** A lasting belief, a certain behaviour pattern, a good thing.
3. **Moolavkar:** The education of the philosophical matters that make the human life sattvik, empowering the mind, giving a desirable turn to the behaviour, keeping the mind and behaviour striving in the desired direction, i.e. value education.

4. **Lytton:** Values education is the education of principles that remain the same in many situations and provide a definite direction to the individual's actions.
5. **C. V. Good:** Values education is an integrated means of education that develops behaviour in accordance with the individual's abilities, aptitudes and attitudes.

The only thing that is clear from all the above definitions is that the education through which efforts are made to inculcate all the things that are good and beneficial to life is called value education. Our thoughts, feelings, and actions require concepts of the good life. Learning is the process of bringing about a change in behaviour. Education includes the knowledge, skills, actions, values and behaviours that are integral to the individual and society as a process of transformation in the right direction is called education. Creativity, social justice, national unity, scientific vision, freedom, socialism, secularism, democracy are human values, concepts of good life. These human values are expected to be expressed through the education process. Education is linked through objectives, curriculum and methods. It is through education that human society acquires preserves and enhances its values.

While considering the concept of value education, it is also important to consider what values are there if classified into

1. Social values
2. Religious values
3. Personal values
4. Cultural values
5. Political values
6. Professional values
7. Ethical values
8. Modern values
9. National Values
10. Nature values etc. Value types can be specified.

The National Education Policy of 1986 laid down 10 core elements as the basis of the curriculum. These are the core elements i.e. the 10 values on which the entire country's curriculum is based. Those 10 values are as follows.

1. History of Indian Independence
2. National Duty
3. Interfaith Equality
4. Gender Equality
5. Environmental Security
6. Eradication of Social Superstitions
7. Family Welfare
8. Scientific Perspective
9. Indian Cultural Heritage Respect
10. Patriotism and national unity

Need and importance of value education in modern time

In today's modern and scientific era, the life of a person has become very hectic and hectic. In such a situation, the rate of moral decline of the society is increasing. This is having adverse effects on human life. A person is not happy today in spite of material comforts and prosperity. Also, the decline of values in life is constantly felt. If today's social imbalance and anti-social situation is to be changed, there is a need for creating a society based on values. In this regard, the need for value education can be explained as follows.

1. **All-round development of children:** All-round development of a child is not only academic development, but the development of a person also

includes his behaviour, speech, walking, conduct and thinking. Gates, a scientist, said 'All round development is education.' 'Education is all-round development.' It is defined as and this is what ethics includes. Because rather than being a preacher, a thinker, one should become a moralist. We see that this matter is not being attended to with vigilance. Not much is taken to heart. This is a new approach. He is not good.

2. **To create a citizen of character:** Character has a very important place in all aspects of personality. A person's personality is known from his character. To lose character is to lose everything, because modesty is understood from above. We should try to get it through moral education. Chakraborty Rajagopalchari has said that 'character development of students is possible only through moral education and on the same basis the nation can be built.
3. **Universalization of sustainable values:** Policy ideas of certain values with the exception of sustainable values may vary from country to region and individual. A value that is beneficial to one society may not necessarily be beneficial to another society. Sustainable values, however, are beneficial to all. From this point of view, universalization of sustainable values is necessary. And we believe that value education is necessary for that.
4. **Creation of good environment:** Moral education is more required in modern educational system. Development of social moral values is an important part of our education system. But one thing should be kept in mind. That for moral education dry, orders, sermons are not useful, but the right environment is needed and that environment should be created from moral education itself. For this, one should do such ethical things in this situation which can influence other person and student. But those students should not think that they are being taught navigation. It is necessary to create such an atmosphere of seamanship and value it.
5. **Completion of lack of family culture:** Joint family system existed earlier. Grandparents were the eternal canters of rites in the household. It was guaranteed that the children of the house would continue to be cultured. Grandparents had things that held value close to them. Grandchildren were getting enough values from them to last a lifetime. Nuclear family system came. Grandparents have also started sharing. The regular transfers of grandparents from one child to another child, from another child to a third child, have become very strict. The situation is trending towards social worthlessness with time. Economic relations have become more important than cultivating social humanity and culture.
6. **To stop moral decay:** the progressive moral decay that is seen in our society today. It needs to be eliminated. For example, people who give importance to material life have forgotten the principle of duty and ideals for their selfishness. Immorality is more visible in social affairs and business. And its influence is growing in academia. Modern education system is limited to

knowledge. And there are many results. The entire education system of today is the result of unbridled arrogance, superstition and a sense of irresponsibility. So to overcome all these situations, value education is needed to correct the moral degradation.

7. **To stop oppression and abuse:** Every person is going somewhere far from each other. Even if a familiar person approaches, the identity is not shown. The so called symbiosis or live and let live attitude is becoming extinct. Moral value education is necessary to develop humanity, to create virtue, by reducing social constraint and increasing social, political, misdeeds.
8. **To understand duty in life:** Every person wants authority in life. But the other side of that right, duty is forgotten, because these are two sides of the same coin. Then these should be followed in the same way. It is said that there are some duties in our life like, first give place to duty then ask for right. They should be considered and acted upon. So the duty in this life should be understood through moral education. Western scholar Adler has said that 'moral punishment is necessary to fulfil the duties of life in the true sense'. Educationist Herbert has said, 'The essence of the only whole work of education consists in morality.'
9. **To prevent cultural and humanitarian decline:** It has become imperative to avoid cultural and humanitarian decline. The growth of machinery, scientific progress and industrialization has changed the nature of life. Man is moving away from the values of duty, sacrifice and service. Living a moral life is the prime motivation. But today man is forgetting this natural inspiration. Cities are the tombs of mankind. This has led to a kind of cultural decline and destruction of humanism. Value education is needed to stop this destruction.
10. **For international harmony:** Narrow casteism, racism, linguistics, and regionalism are creating a feeling of alienation among our people. This creates obstacles in the creation of national-international sentiments. Today, the entire human race is in danger due to the existence of food and clothing in the world. A sense of human unity requires value education.
11. **For proper socialization:** Valued behaviour of one person has an effect on another person. It is a natural human tendency to get smelly. Therefore, the value-based behaviour of an individual is not only individual but also social. If behaviour is socialized into individual values, it is conducive to social welfare. For the process of socialization, it is necessary to have interaction between person-person and group-group. These interactions become more intense during an individual's school and college life. Therefore, in our opinion, it is necessary to have value education at school and college level.
12. **Values as basis of development:** The basis of development and development of any individual, society, and nation remains ethical and unethical actions. But the wonder is that as soon as immorality becomes fruitful, morality does not. The consequences

of immorality will be temporary but far-reaching. On the other hand, the results of moral action are permanent and pleasant but far-reaching. But human nature is such that man does not imagine and wait for far-reaching consequences. In an individual, society, or nation, reprehensible feelings such as envy, hatred, hatred etc. arise. Finally comes to the conclusion that ethics can be the basis of development. No immorality. History and literature of the past are proof of this. The need for ethics is actually for the growth of the society, to maintain a healthy life, because growth is through happiness. That means moral value education is needed to achieve happiness along with morality.

13. **Educational measures:** Various commissions, seminars, committees and educationists have highlighted the need for value education. Accordingly, the implementation of value education program is underway. However, casteism, partiality, politics, corruption are affecting the current educational situation. Getting a job as a teacher or a non-teaching employee without any salary and living on the hope of tomorrow has become the norm of many young people's lives. The administrative system that controls the educational institutions is openly demanding bribes from the teacher's right from the time of appointment. Transfers in the education sector are becoming more and more common. As most of the educational institutions in the country are in the hands of politicians, the role of political activists is being forcibly imposed on teachers. The teacher is the thirteenth Balutedar as the burden of non-academic work is more on the teacher. Such a perception is getting stronger in the society. Even teachers are reluctantly accepting it. In the field of education, such non-academic issues are rampant. Value education is needed to remedy it.

Educational activities/Programs for values education

In today's times, the school has a great responsibility to inculcate values in the students. It includes teachers, principals, non-teaching staff etc. The role of all the elements is very important in imparting value education or creating such a situation. Values can be inculcated in the students through various subjects, various cultural activities and various co-curricular and extra-curricular programs, as well as value-enhancing school environment. The following programs can be implemented for value education.

1. **Curriculum:** Values education can be imparted directly-indirectly and contextually. Value education is systematic teaching with special hours. In many states, value education is given in five ways. In this method, values, morals, motivational events, ethical problems, various dilemmas are explained, discussed and elaborated. and are detailed. Values education works indirectly through everyday school curriculum subjects and co-curricular activities. The approach is how the curriculum will be value-oriented and value-added. From every subject in the curriculum, values are directly imparted through language, sociology, science, social service, work experience. E.g. In the text book of the language subject, many prose and poetry lessons are followed by life values. It is the responsibility of the teacher to introduce these values to the students while

teaching. For that, the teachers should explain the inherent values of the lessons without setting teaching limits at the cognitive level such as formulas, concepts, semantics, content. Once a value is identified, students should be forced to participate in other activities to inculcate it in their minds. E.g. If the author or poet has given a message through a poem or a prose lesson that love nature, it will be more presentable if the students who have been introduced to the values of nature love are brought close to nature and are convinced that nature is rich and how it is the responsibility of humans to protect and conserve it.

2. **Cultural programs and other activities:** Values introduced to the students while teaching the subject. To instil those values, students should be given opportunities to participate in activities that are consistent with those values. Students participating in the activity should be happy. Organization in activities should lead from joy to development. Various activities are organized in the school activities like national personalities birthdays, death anniversary, Trips, song stage, storytelling. What kind of personal, social and natural values do you want to inculcate in the students through all those activities. Cultural and other activities should be organized with this prior thought. This is because actual experience in actions consistent with values is important for values to be accepted and established.
3. **School premises:** The school premises where students are present throughout the day. That environment should be used to inculcate good values in the minds of the students. Some schools are surrounded by so much nature that children's hearts are filled with joy as soon as they enter the premises. Premises are the perfect medium for inculcating values. The process of inculcation of values takes place unconsciously through the interaction between the real objects in the environment and the students. School building, classroom walls, school doors, corners of walls and stairs, trees planted in the school, school garden, prizes won in competitions, photos of former students of the school, their memorial sculptures, pictures mounted in glass cases, good thoughts, many things can inculcate vital attitudes in the minds of children. For that, school teachers and principals should think about how their school premises can be creatively enriched with culture. In short, if the environment is rich in culture, students also unknowingly pick up the good things in it, imbibe it and develop values from it.
4. **Model behaviour:** The behaviour of teachers, principals and non-teaching staff in the school environment should be very exemplary and good. If the teacher behaves well and exemplary while talking and behaving with the students, cultivates the qualities of cooperation, humility, respect, equality, impartiality, conscientiousness through his behaviour, then it affects the students and they try to change their personality consciously. Thus these values can be best inculcated in the students through exemplary behaviour of teachers. Due to this, teachers, principals and non-teaching staff should think accordingly and make appropriate changes in their behaviour.

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