

INCULCATION OF VALUES THROUGH EDUCATION

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Abstract:

Progress of any nation depends on the progress of her youth. In the age of LPG (liberalization, privatization, and globalization) and colonialism, each and every thing becomes available. Now people consider this world as global village where one can easily communicate with others from one corner to another corner through global network within a second. Level of people's movement and cultural assimilation got its momentum. In spite of having all these facilities, people are not fully satisfied with their life. People facing problems like violence, social evils, frustration, lack of peace, separation, lack of mutual respect, lack of communal harmony, environmental degradation etc. The very reason behind all these problems is materialistic greed among human being especially among youth generation. To overcome this problem, we need value education which keeps forward the youth towards progressive, dynamic and inclusive society. Youth will believe in hard work and in doing things which are good for society. They will know how best to use what they have. In doing all these things, we will be very close to see "shinning India" in our near future.

Keywords: colonialism, global village, cultural assimilation, globalization, value education.

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Introduction:

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

-C.S. Lewis

In the age of LPG (liberalization, privatization and globalization) the most searching and demanded thing among human being is value and peace. Values and peace are integral part of human life. They are intertwined in our day to day chores. Every human being lives by certain values. It is only the proportion and combination of positive and negative values which differentiate a noble man from the not so good one. Few positive values are honesty, compassion, integrity, forgiveness, love, discipline, faith, loyalty, fairness, solidarity, appreciation, brotherhood, friendship, leadership etc. The negative values like prejudice, hatred, greed, selfishness etc. Every human being is born neutral and is like a clean slate and no mind set. How much of virtue and vices are filled in depends solely on the parents, teachers, society, religious thought, circumstances, environment and sometimes even geographical location.

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: Efficiency, Good Temper, Cooperation, Integrity, and Discipline.

Kothari commission (1964-66) clearly mentioned that education in the modern society is no longer concerned mainly with the imparting of knowledge or the preparation of a finished product but with the awakening of curiosity, the development of proper interests, attitude and values and the building up of such essential skills as independent study and capacity to think and judge for oneself, without which it is not possible to become a responsible members of a democratic society.

The national policy of education(1986) has taken note of erosion of the essential values and accordingly has stressed on the need for readjustment in the curriculum in order to make education a forceful tool for developing social and moral value in our youth.

The national curriculum framework for school education (2000) has also given due stress for value education in schools. It has stressed that the school curriculum must contain components that may embed essential values in the fresh and pure minds of school children.

Need and significance of the study:

Former president of India Dr A. P. J. Abdul Kalam said in the golden jubilee program in European parliament that when there is righteousness in the heart, there is beauty in the character, when there is beauty in the character, there is harmony in the hope, when there is harmony in the hope there is order in the nation, when there is order in the nation, there is peace in the world. (European Parliament, ref: 51683, EU-India, visit of Dr Abdul Kalam, President of the Republic of India, meeting with EP President Hans-Gert POTTERING, Strasbourg, 25/04/2007)

Present world is the time of crisis. From morning to evening people are busy to fulfil their own greed even at the cost of others life. Now people are suffering from the lack of love, affection, sympathy, cooperation, trust, confidence and at the end peace. Starting from educational institutions to industrial units everywhere we focus on materialistic growth and success. Educational institutions become the hub of certificate production and distribution. Teachers become more professional rather than becoming an ideal guru, philosopher, guide, friend and second guardian for the students. Education institutions become a centre of business. Private institutions are also busy in producing qualified man for corporate sector rather than producing an ideal and perfect human being. So as a result students are deprived of basic values in all these institutions. They are losing basic values in their life also. Young generation gradually incline towards unlawful activities or criminal actions. Even they deny respecting their own parents and want to live separately. They do not obey their teachers, family members, seniors and neighbours. The numbers of incident of intolerance and radicals activities are increasing day by day among young generation. In that very moment of human crisis what we more importantly need is inculcation of values, value based education and peace. We need to make our young generation more sensitive, responsible, sincere, dynamic, social and positively energetic so that they can take strong participation in the social cause both at local, national and international

level. All these things should be successfully possible through proper inculcation of value education.

Kothari commission (1964-66) has rightly said that the educational programme in schools and colleges should be designed to inculcate democratic values such as scientific temper of mind, tolerance; respect for the cultures of other national group etc. This will enable our young citizens to adopt democracy not only as a form of government but as way of life.

Review of related literature:

A literature review is an account of what has been done or published on a topic by accredited scholars and researchers. Literature review is a text of scholarly article or paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contribution to a particular topic

Carol Gilligan (1982), a student of Kohlberg, noted that men and women have different orientations and outlooks toward moral development. According to women, morality is concerned with caring and responsibility, and for men morality have justice orientation.

Vygotsky (1978) highlighted the importance of social interaction as the source of good learning and character building. He said “every function in the child’s cultural development appears twice: first on the social level, and later, on the individual level.”

Lickona (1993) said that the two broad purposes of education in virtually every society are to “help people become smart, and to help them become good”.

Cheng (1998) said that the social and moral dimension is the primary aim of Chinese and Japanese education where cognitive knowledge is respected only when it serves the moral aim.

Senge (2000) notes that whether the goal is improved achievement, greater accountability, fewer discipline problems, or a better public image, value / character education provides the skills necessary to address issues in a systematic way. Value / character education embodies the disciplines of a learning organization.

Berciter (2002) notes “what we call knowledge is only belief that has gained acceptance.....there is no value-free knowledge.”

Gauld and Gauld (2002) notes “if you want your children to be people of character, you need to be working on your own character on a regular basis”

Objectives of the study:

1. To develop a general concept of values.
2. To know about value based education.
3. To know about important values to be inculcated.
4. To know about role of parents, family, teachers, educational institutions, religion and society in the process of inculcation of values.
5. To know about different approaches of value education.
6. To discuss about the procedures to inculcate values.

Concept of value based education:

Value based education is the integral part of education which includes certain important social, moral, ethical, cultural, spiritual values among children. It helps them to have all round development and becoming complete human being. It focuses on physical health, mental health, spiritual health, social health, civil rights, duties and responsibilities etc.

Essential values to be inculcated:

A child should learn different types of values in different stage of his life. These values included family values, social values, moral values, spiritual values, ethical values, religious values, environmental values, national values, international values, universal brotherhood, universal cooperation, mutual understanding etc. In the early stage, child should be taught the values like honesty, love, truthfulness, righteousness, regularity, punctuality, respect, sympathy, help etc. But in later stage, child should learn the relatively complex values like national integration, universal brotherhood and understanding, concept of global village, environmental values etc.

Role of parents and family in the process of inculcation of values:

The first and most important source of values is parents and family where a child spent most of his time. Sometimes we use to say that this child is from that family that is why he or she is honest, gentle, helpful, sincere, punctual and very soft in his voice. It clearly indicates that what

we speak, how we speak, what we believe and what we practice in our day to day life that's all are imitated by or transmitted into our child. The habit of storytelling is also an important source of values. If we love children, take care of old family members, give respect to seniors and neighbours, speak gently, keep our home and surrounding neat and clean, take decision after collective discussion with the family members and experienced one, the child should learn the values like love, respect, care, softness, gentleness, cleanliness, openness, trust etc. Level of education, religious belief, rituals and others practices in family also effect the thinking level of the children.

Role of teachers and educational institutions in the process of inculcation of values:

Kothari commission has rightly mentioned that “Destiny of nation is being shaped in her classroom”. What we learn in the class room that should be reflected through our behaviour in the society. Teacher in true sense is the role model, proper guide, true friend, philosopher and second guardian. In Indian context, most of the students want to be teacher. They normally follow the way of their own teachers. Teachers constantly motivate students and become a strong source of inspiration .teachers offer their students guidance and counselling about how to face problems and solve them. Educational institutions are the place of knowledge where students are coming from different socio-economic, cultural background to have education. Here we learn how to get proper adjustment. Through the curriculum in schools and colleges we get chance to know the story of great man, leader, history of our independence, national anthem, national flag, national song which help us to develop the values like patriotism, nationalism, philanthropist etc. even we develop our effective and psychomotor domain through co-curricular and extracurricular activities. The vocational training in the institutions produces the skills and respect for labour.

Role of religion and society in the process of inculcation of values:

Religion and society are the broader sources of values. The thing we learn from religion in the theoretical perspective, we practice it in society. Universal principle and teaching of Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism, animism have been remained a strong source guiding principles before the human kind. It is clearly mentioned in the Rig Veda (10:85.1) that “Truth is the base that bears the earth”. It also emerges in the form of a prayer in the Rig Veda

(6:74.3) that life is completely free from sins. Truth along with the kindness and peace emerges as the basis of morality in the Atharvaveda (4:29.1) –“I reverence you, O Mitra and Varuna, increasers of right; who, accordant, thrust away the malicious; who favour the truthful one in distress”. A burning desire for complete freedom from ill will, or pollution and sin as appears in the Atharvaveda (7:65.1-3) also categorically reveals the best principle of morality and its importance in man’s life.

Islam in the same ways gives more focus on universal values. It is mentioned that if you kill an innocent then you kill the whole human kind. The five pillars of Islam teach us the best values. Declaration of faith or kalima teaches us spiritual values that turn our soul towards almighty. Daily five times prayer make a man regular, punctual, make fit physically and mentally. Zakah teaches us values like charity, help, kindness, duty by ordering wealthy person to give 2.5% of savings to the poor and needy. Fast during Ramadan teaches us self-control, devotion, sympathy for those who have little food to eat. The hajj pilgrimage to Mecca intensifies the spiritual values. In the religion of Buddhism, the eight-fold paths to Nirvana are suggested. These are Right Belief, Right Meditation, Right Memory, Right Effort, Right Speech, Right Conduct, Right Thought, and Right Action.

Even in Jainism, five vows are mentioned. These are Ahimsa, Satya, Asteya, Brahmacharya and Aparigraha. Three gems of Jainism are Right Faith, Right Knowledge and Right Action or Conduct.

In society we learn to live in peaceful co-existence with the people of different caste, creed, sex, religion, socio-economic status, culture etc.

Methodology and approach to value based Education:

The field of value and value based education is as broad as human life itself. In India during ancient time, values are taught to the child along with formal education in Gurukuls. In Modern days Gurukuls were replaced by formal school and colleges which are providing the formal education to children. Not only schools and colleges but family, society, mass media and other means of communications also affects the learning of child. The method and strategy in

imparting value education depends upon the values chosen, age of the child and certain other factors. Curriculum can be used for providing value based education.

In class room teacher can use biographies, debates, discussions, stories, essays, article writing, newspaper reading, and small classroom incidences to make the students aware about importance of values. Students can be engaged in practical situations similar to the original life incidences, which will be helpful in development of essential life skills. This approach gives them a chance to apply the concepts and experiences they have already learned. Certain social activities such as maintaining school campus or classroom, social forestry, organising environmental awareness or health and sanitation literacy programmes in community can make the difference. Students must be promoted to organise and participate in the programmes such as drama, street plays, cultural fests etc. which is message based, can be helpful in developing values in child.

Superka, Ahrens and Hedstrom (1976) outlined five basic approaches to teaching values:

1. Inculcation (having students incorporate the standards and norms of his/her referent group or society primarily through modelling, rewards, and sanctions)
2. Moral Development (having students move through the stages of moral reasoning based on higher sets of values, using primarily discussions of “moral dilemmas”)
3. Analysis (helping students use a rational, scientific investigation to decide issues of values and ethics, often using case studies)
4. Values Clarification (helping students identify their own and others’ values, often with role playing, games or simulations as well as discussions and self-analysis)
5. Action Learning (using values clarification and/or other approaches, providing students with opportunities to put values into practice with social action)

According to Thomas Lickona (1993), all of these approaches are necessary, but none is sufficient, to instill lifelong adherence to high principles. Good values/character education must draw from each of the approaches above: “Schools must help children understand core values, adopt or commit to them, and then act upon them in their own lives.”

Suggestion:

To improve the present condition of deteriorating values, we need to implement few suggestions with serious efforts and care. Few suggestions are-

1. We need to include all the issues of high national and international importance in our core curriculum and promote them through languages.
2. Along with the subject matter, Teacher should explain the hidden message from the text and correlate the reality and present condition.
3. Parents and family members should give more time to their children through storytelling, discussion, travelling places of national and international importance.
4. Co-curricular and extra-curricular activities should be organised in schools and colleges from time to time.
5. Team work, project work, group or departmental excursion should be given more focus.
6. New subject like value education, peace education should be included in the core curriculum.
7. Seminars, conference, workshop, symposium and other tapes of gathering should be organised to boost value education and peace education.
8. Media should inform the right message or news in right approaches. Serials, programs, advertisement, movies etc. should directly and indirectly focus on value.
9. Newspaper, magazines, periodicals should convey the message for value and peace through different issues.

Conclusion:

Value education is not a different issues but it is an integral part of our core educational system. Providing value education from the early stage of child development in schools is the main solution to overcome the present situation of deteriorating values. Curriculum reforms, efforts from parents, teachers, social activists, academicians, media, NGOs should be considered for the promotion of values and peace.

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