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Values in Education system

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Abstract: Values are like seeds that sprout, become saplings, grow into trees and spread their branches all round. To be able to think right, to feel the right kind of emotions and to act in the desirable manner are the prime phases of personality development. Building up of values system starts with the individual, moves on to the family and community, reorienting systems, structures and institutions, spreading throughout the land and ultimately embracing the planet as a whole. The culture of inclusivity is particularly relevant and important in the context of our society, nation and making education a right for all children. The paper deals with the meaning, classification of values, dimensions of value education and role of values in education.

Key Words: Education, System, Value and Value Education.

Introduction

Indeed, India can make a powerful contribution to the evolution of a truly universal human civilization of the future based on this pious ethos of reason and morality. That alone will build-up a world order where development is not bereft of humane and spiritual values, where development is guided by a value-based system following the path of righteousness and virtue, character and morality, and where development is measured not just in terms of GDP but in terms of overall content of happiness, character and value orientation of the humanity at large. It is this ethos that we need to build up, promote and propagate; it is this learning environment that we should establish in our educational institutions.

In our times of social, political and economic globalization, additional values are being questioned and challenged and so education as a social institution is confronted with new challenges in respect to the view of man, one's perception of knowledge and the educational aims and the vision of good life and values and its substantive features. The goal of elevation of man's awareness and consciousness, and of enlightenment of his soul with a view of making a new harmonious multi-cultural world order and a more humane civilization requires a synthesis of varieties of cultural and religious diversities of materialism with spiritualism and of the values, ideals and the spirit of all major religions of the world. This further underlines harnessing of every branch of knowledge and the union of moral and secular values with constitutional and legal norms. Revival of the duty-oriented society, a spiritual basis and balancing of human rights and duties as co-relatives and spiritual regeneration of the entire human life through education in a wider sense, can pave the way for a harmonious, just and peaceful global order. Moral and spiritual source of rights and duties enjoins tenacious pursuit of worthy ideals and human values.¹

Meaning

Values are neither easy to define nor to measure yet education is normative enterprise where value plays a vital role for determining the quality of life. Values represent wide range of good ideas about the end that people should pursue in their life. The values of a society provide goals or ends for the members to aim for. Values provide a general guideline for the behavior of the people, as for example human dignity, fundamental

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rights, private properties, patriotism, fidelity to wife or to the husband, religiosity, sacrifice, helpfulness, co-operation, individual enterprise, free material selection, individuality, social equality, privacy, democracy etc. guide our life in multiple ways.

Classification of Values

Values have been classified differently by different educationists and philosophers. Mascarend has classified them as professional values, operational values and dynamic values. National Education Policy (1986) classified all the values into three main categories- Personal values, social values and National values. All the three supplement one another. Adherence to personal values would promote better social and national values.

All these three aspects if practiced would make students value conscious. The need for value education has been stressed by all the commissions set-up for educational development from time to time.

Values can be classified in different ways under different categories. For example, they can either intrinsic or instrumental, depending on whether they are desires for their own sake or are meant to be means to achieve something. Values like truthfulness, happiness, spirituality and knowledge are intrinsic while desire for money and power is an instrumental value. Values can also be classified as moral and aesthetic. Moral values deal with perceptions of right and wrong while aesthetic values reflect beauty and ugliness. Values can again be classified as positive or negative depending on the what a person wants and those he would like to avoid. They could also be considered as higher or lower. Higher values are intellectual, aesthetic, moral and spiritual in character while lower values are for material or physical gains.

Value education is virtually going to emerge as a new science for inspiring human values in our highly scientific and technologically advanced society. This is challenge in front of today's techno-globalism – the creation of value based human beings. Einstein's brain should be combined with Buddha's heart to stop the devastation of Nagasaki and Hiroshima. Napoleon's dynamism should be combined with Vivekananda's prophetic passion for helping human beings to manifest their divinity and Ramakrishna's universal love, respect and acceptance of all religion should be combined with the spirit of intense religious revival which is emerging all over the world today.²

The modern system of education in India is transplantation from the west and requires reorganization. It is overloaded with emphasis on bookish knowledge, memorization of facts, and learning tested by examinations. Hence, today we need a system of education which lays stress on the transmission of the cultural ideals and values and which also brings cultural changes in keeping with the modern scientific and technological changes. We are sure that the

Indian culture has survived through the ages and is still in a form which can be traced to its ancient origin.³

Qualitative change in the contemporary values of our youth must be brought about. Educational institutions and particularly universities have an important role and a heavy responsibility to discharge in this connection. The aim and function of any university cannot be simply to teach its students the techniques of bread winning .It should also foster an individual's spiritual growth by transmission and in calculation of ethical value's. The pride of any university would legitimately be that its students are not merely brilliant economist and scientists, students who are excellent in their respective fields of endeavour, but they are also good citizens whose actions are guided by sound ethical principles, persons who are tolerant and respect human rights of fellow citizens and serve humanity in their own way. In other words persons with moral character.⁴

It is evident that the importance of ethics and values in education system are re- emerging. Especially for sustenance and growth in this LPG period, they are very essential. To prepare future citizen of multi- dimensional capabilities, rather than a one-dimensional personalities and also to provide wisdom with knowledge, the importance of ethics and values is re-established . This is also essential for the role of Universities for spreading value system in the society.⁵

The present crisis in the system of education starting from primary to university education is the crisis of values which are being frequently violated by students and teachers. The indiscipline, crisis of character and infighting are the result of business approach in education. Most of the research studies carried out in the field of value education revealed the following:

- a) Educational system at present is not congenial to value promotion.
- b) Teachers, themselves lack knowledge and rational of values. They do not follow values.
- c) Literature on value education is limited .whatever is available is not of good quality.
- d) Students are enamoured by modern fashion.
- e) Families are also forgetting their role as the first school of citizenship.
- f) Materialization has left no place for values.
- g) Leaders have no values.
- h) The aim of student is to pass the examination and not personality development.
 - i) Negative values like drinking , smoking gambling are common among teachers and students

Dimensions of Value Education: There are so many dimensions to guide the value education, among them some are discussing below-

a) Social Dimension

India is Socialistic Country, so Social Value is an important part of the culture of this country. Social value, norms and Institution explain the way in which social processes operates in a given society. They are the social sources of patterned interaction. Values account for the stability of social order. They provide the general guideline for conduct. Values are the criteria people use in assessing their daily life, arranging their priorities, measuring their pleasures and pains, choosing between alternative courses of action.

b) Educational Dimension

As, India is a democratic country so every persons of this country has their right to take part education. The ability to make moral judgment based on sound reasoning is a very important aim of value education and has to be deliberately cultivated. Education is the prime seed of developing values. It helps a person to judge any things in the light of reasoning, besides it education can be reinforced a person to go forward towards his/her goal. Education also guides a person to act properly in the society, which it demands.

c) The Spatial Dimension

An important aspect of value education system in India, relates to the development of the spirit of national identity and patriotism in children. This is necessary for the purpose of integrating and strengthening a nation, especially if it has won its freedom only recently or if its security is threatened in some form. But this concern for national identity may occasionally take the form of national chauvinism and the citizens of a country may develop a feeling that their country is always right. It has been argued therefore that it should be an important objective of value education to make children aware of the fact that the whole world is now a community of interdependent nations that the survival and well-being of the people of the world depends on mutual cooperation.

d) Cognitive, Conative and Affective Dimensions

To be educated in the real sense of the term is to be able to think right, to feel the right kind of emotions and to act in the desirable manner. Objectives of value education should therefore be concerned with all the three phases of personality development as they relate to the right kind of behavior. As these phases are themselves inter related, it would be erroneous to think that value education is exclusively concerned with knowledge, emotion or action alone.

Role of Values in Education

1. Building of human beings with strength and power based upon our Ancient Values

Even during the last century Swami Vivekananda had issued the following warning All political and social system and organizations basically depend upon the goodness of man. Men cannot be made virtuous by an Act of Parliament .It cannot be taken for granted that if the

Parliament enacts good legislation a nation becomes automatically strong .but if the people of a country become good and great, that country becomes automatically good and great. Of all forms of wealth in the world man is the most valuable.

The secret of achieving national spirit in our country lies in regaining our spiritual strength, which seem to have been lost. If we have to lift ourselves up, we should stop quarreling among ourselves. Keep the motto before you- "Elevation of the masses without injuring their religion".⁶

2. Education for peace: Values for Co-operation

His Holiness The Dalai Lama in his extension lecture at NCERT spoke of the exceptional intellectual abilities and qualities possessed by human beings, which make them superior to all other species. These qualities could be developed and nurtured through education to help man achieve higher levels of development. He referred to the rich legacy of Indian tradition, its ancient system of education, which promoted spirituality and produced great thinkers, philosophers and spiritual leaders. The inculcation of good human qualities like compassion, respect and sense of truthfulness, caring, etc. have been a part of the Indian way of life. But now when India has achieved tremendous progress, there is a decline in human values. The modern system has no place for spirituality whereas human values are essential for leading a happy life. Human values, therefore, have to be brought in the education system but without attaching them to any religion.⁷

3. Promotes efficiency through Ethical Values

When the mind is concentrated efficiency is found to happen. Swami Purnananda rightly states ⁸: The right values step up one's efficiency. In order to manage our own life at home, in the world and in our professional field, the higher values are necessary, so that our reaction to the outside world, our judgement of the situation that is around us-all is totally changed. And, we will be able to, not only face the challenges in front of us, but also still discover in our minds a lot of mental energy left, which we can apply for our planning the future.

4. Co-ordial Relations between the teacher and students: Values of Respect, Love and Affection

Swami Lokeswarananda observes that according to the Indian tradition, a teacher is like a lighted lamp from which other lamps may be lighted. This underlines the fact that a teacher must himself be a highly educated man, otherwise he is not entitled to teach. Can a blind man lead another blind man ?

But it will be a mistake to think that academic qualification is the only criterion of a teacher. He may have encyclopaedic knowledge, but to this must be added moral excellence of the highest order. He need not teach high moral principles, he has to live them. A teacher should be

an example of what is best in man. He can inspire by what he is and not by what he knows. To know is to be –runs a popular dictum in India. Knowledge is useless if it does not make a man perfect-perfect not merely in skills and abilities, but also in character.

The relationship between the teacher and the taught is exactly the relationship of the gardener and the flowers on the bush. The gardener does not create the flowers from the soil and the manure; the flowers must themselves come from the bush. The gardener can only tend its roots, water it, protect it, see that it has the correct amount of sunlight and shade-all these externals he can provide. But no more gardener can guarantee the blossom; it can come only from the bush itself.

Similarly, the teacher's job is to nurture the student with right thoughts, the student must be given a conducive and protective environment where he or she need not overstrain to live. But the blossoming-the real fragrance and beauty of the personality-must come from within.⁹

It is essential that, the teachers also should be exposed to the traditional values and ethics of education through training programs from time to times. They should not confine to their job to a mere matter of completing syllabus and following the curriculum. There should be a platform for teachers to deliberate on any sensitive issues or topics as and when the need arises. They should also explore the ideas of accepting modernization, globalization and liberalization from the academic point of view. They should also learn while imparting their duties for which they are meant. By creating a conducive atmosphere for intellectual rigor and freedom of expression and thought, one can practice values in education.¹⁰

5. Value Education Promotes Personality Development and Social Cohesion

Value education helps oneself and one's relation to society. Value education makes one peaceful and by his personality, he adds peace to the society. Individual and society supplement each other.

Education is a personality building process. It has always been linked with society. It has both a personal and social dimension, and like the two sides of the same coin, there are inseparable. According to Gandhiji, real education did not consist in packing the brain with information, facts and figures, or in passing examination by reading the prescribe number of books, but by developing the right character. At present our education system is largely involve in preparing the younger generation for developing their cognitive domain. It is mainly based on the preponderance of public examination and excessive competitive spirit at the cost of developing the more important affective domain. Today, what is being done is to educate the heads and hands and not the hearts. Essential education must lead to internalization of the obligation on

the part of each human being to be value –conscious in word, thought and deed. Lack of value education has been an important factor in the global scenario of growing violence and terrorism, pollution and ecological imbalances. The Education commission (1964-66) and the National policy on Education (NPE-1986) stressed the importance of value – oriented education in our country. The Rammurthy Committee Report (1990) recommended that the imparting of value education should be an integral part of the entire educational process.¹¹

6. Core Values-based Education Promotes Ideal Humanity

The Parliamentary Standing Committee on Human Resource Development in its Eighty- first Report on Value based Education (1999) has highlighted that Truth (Satya), Righteous Conduct (Dharma), Peace (Shanti), Love (Prema) and Non-violence (Ahimsa) as the Core universal values, which need to be identified as the foundation stone on which the value-based education programme can be built up. All the religions of the world have also emphasized that non-violence, tolerance and peace are the fundamental components of humanity. Great philosophers and social thinkers of East as well as West have seen education as a process leading ultimately to spiritual development. UNESCO in the context of peace, refers education not only to general education acquiring cognitive capital but ability to live together.¹²

7. Ethical and Moral Values: The foundation of the quality of Life

Ethical and moral values are the basis of good life as ethical culture indeed ennobles human life. Ethics, religion and spirituality have become synonymous terms in common parlance as they co –exist in the development of moral culture and of righteous and virtuous life. Moral living starts through dedicating to ideal principles, maxims and human values. A righteous and virtuous life and a clear conscience provide the backbone of spiritual as well as a humane material progress of the civilized man and his society.

The modern world is marked by a widespread explosion of knowledge and tremendous achievements in Science and Technology, coupled with a general decline and reversal of human values as well as an alarming deterioration of moral and mental health both of individuals and societies. The recent spate of crimes, violence, terrorism, and drug abuse make us aware of the significance of human values, without which human life loses all meaning. It is also evident that a mere economic prosperity and material wealth cannot result in a lasting well-being of mankind. The inner strength of mankind springs from within, which seems ill-nourished now. To fill up the void regarding human values, the richest resources are available in the

texts and scriptures of all the religions of the world which have guided people in their thoughts, feelings and actions for ages. Human virtues have been propounded and preached by many great sages, Prophets and teachers who had perceived subtle truths of human life, for the benefit of their adherents and for those who would derive benefits by studying their sayings and advices. More than a century ago, Swami Vivekananda had said: We want to lead mankind to the place where there is neither the Vedas, nor the Bible, nor the Koran, yet this has to be done by harmonizing the Vedas, the Bible and the Koran. Man ought to be taught that religions are but the varied expression of the religion, which is oneness, so that each may choose the path that suits him best.”¹³

Conclusion

The worst days of a serious threat to Indian society are over. Under foreign domination and western influence we had developed the foolish notion of degrading everything, morals, ethics and spirituality and were easily swept-off our feet by the glamour and glitter of the exotic. The wonderful phenomenon that is taking place now is that we are returning to these things which have lent stability and strength to our culture over the centuries. Because the various educational programmes launched by the NCERT, UGC and other organizations ranging all the way from nursery to post-graduate level, are bringing into proper focus the valuable ingredients of our culture. By far the most important aspect of these programmes is that besides giving a theoretical and conceptual base in the curriculum they also seek to transform the quality of life through inculcation of human values of peace, love, truth, spirituality, right conduct, ahimsa and, above all, national character which, in effect, represent the highest and the noblest in our culture system.

What is now needed is a concerted action at the development of a curriculum that can bring home to the students three important lessons, namely, (i) that the entire humanity shares one basic impulse towards progress and by sharing this impulse humanity can be seen as one vast surge of adventure which aims at continuous self-exceeding; (ii) that humanity, in its mature developments, tends to reject uniformity and adopts the law of unity that permits and respects cultural diversities; and (iii) that the future progress of humankind is bound up with the development of a new science and art of living together which necessitates adherence to the law of mutuality rather than conflict and the law of varied expressions rather than any uniform monotone. Education should aim at strengthening democratic and universal human values and respect for human rights. Education is the most powerful

instrument for preparing a mind which can promote the culture of dialogue.

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