



Value Based Education-An Inevitable Part of Every Curriculum

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Abstract

In this era of digitalization and globalization, we often come across several social evils. Moreover we hear and read about the increase in crime rates by children. Children want to fulfil their own interest even at the cost of harming others. Parents hardly have time to imbibe values in children. In this situation the other source of information for children is mass media. Since they are confused about what is right and wrong they get easily carried away by the media. In this scenario where lack of values creates a lot of perplexity in the minds of the children, it becomes very crucial to impart value based education to children at school. This will not only help the children to develop right values but also stand for what is right and build a good character. The present article highlights the importance for value based education in this 21st century.

Key Words: *digitalization, globalization, crime rate, mass media, character*

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Introduction to Value Based Education

Value Based Education:

Value education is that form of education that stresses the acquisition of living values by learners. It inculcates universal and ethical values such as compassion, courage, honesty, tolerance and truthfulness (Aggrawal, 1992).

Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment, and develops students' social and relationship skills that last throughout their lives. Education system is embedded in values. Some of the aims are as follows:

- Providing accurate sympathetic of human values and make the students responsible citizens of tomorrow
- To develop and promote the values of truth, humility, honesty, perseverance, cooperation, compassion, love etc
- To make the students understand the importance of the unity and integrity of India.
- To make students capable of distinguishing between what is right and what is wrong.
- To develop a sense of respect for the individual and society

Value unlike other subjects in the curriculum cannot be taught theoretically. The students need to experience it beyond the classroom scenario. They should be able to transfer the knowledge of value education learnt in school to other settings like their own family and community.

Values can be inculcated in the students directly, indirectly or incidentally. Indirect method would include reading stories or biographies, essays, newspaper articles, parables, quotes, and proverbs. It can be developed through classroom incidents and anecdotes as well.

A combination of both the methods are helpful. Some of the activities that are carried out are as follows:

- Cleanliness drives by students to keep the school and nearby localities clean



- Awareness campaigns about sanitations, AIDS prevention, Literacy etc in the community
- Prayer and Yoga sessions
- Eradication of social evils activities against gender inequality/dowry/drugs etc
- Socialization techniques and activities are other ways of imbibing values. Staging role plays and dramas based on traditional folk, epics and scriptures are some of the examples of socialization technique.
- Incidental learning method – is one of the effective ways of developing value. The learning can be pre-planned or it can occur in a natural setting unknowingly. It can be learnt from personal experience or through media. These experiences help in identifying the right and wrong actions of a person or group.

Different approaches of Values Based Education:

Douglas Supreka in 1976 identified eight approaches to value education. They are as follows:

1. Evocation Approach: In this approach the students' curiosity is raised. So they feel motivated to participate. They are encouraged for spontaneous reactions. They are not allowed to think and answer. For example, the reaction to a picture of starving children.
2. Moral Reasoning Approach: is based on Kohlberg's theory of moral development. The learning experiences are designed by the teachers to aid moral development. The students go through the process of decision making. They discuss the dilemmas in the situations, put themselves in that position and decide. Later through discussion and reflection they try to understand their own decisions and values expressed. It focuses on how one decides to respond to the moral dilemma.
3. Inculcation Approach: wherein the students are students are asked to act according to specific desired values. The teacher's positive or negative reinforcement helps value inculcation. This can be done by a teacher's natural actions and responses. The students finally share their experiences.
4. Awareness Approach: In this approach the teacher presents situations or dilemmas based on values. It is done via role plays, small group discussions, simulation etc. The students draw inferences about values from the thoughts, feelings, beliefs or behaviour of themselves and others.
5. Analysis Approach: in which a student or a group is asked to study social value problems. They are told to specify the value questions, and identify values in conflict. They are encouraged to determine the truth and evidence of purported facts, and arrive at value decision. The students are basically encouraged to think rationally in a given situation.
6. Value Clarification Approach: The students get clarity about values in a given situation. It also helps students to realize that other may have different values. But they are equally acceptable.
7. Commitment Approach: is an approach that highlights the importance of accepting the values of a group as a member. The students start perceiving themselves not as passive reactors or as separate individuals but as inner-relative members of a social group and system.
8. The Union Approach: aims at making the students realize that they are part of the universe as a whole and not separate.

Thus these approaches can be adopted by the teachers to inculcate values in their students.

Visions on Value Based Education:

C. S. Lewis once said that "Education without values, as useful as it is, seems rather to make man a cleverer devil" According to Gandhi, value education is something different, which must equally develop the three constituents of



man- the body, mind and spirit. Spirit is more important in the absence of which, both body and mind cannot function. Education is that which leads to moksa - the qualities of spirit. The highest development of the individual to a high moral and spiritual order is possible if value education is imparted and only then the individual become a useful member of society. He had spoken about the overall development of a person in education. He firmly believed that education should a man's character as a man without character is barren

Swami Vivekananda also emphasized the importance of character making. He always strove for peace and brotherhood.

John Dewey an educationist gave a lot of importance to experiential learning. He stated that the moral purpose of the school is universal and dominant in all instructions irrespective of the subject. So no matter which subject the child is engaged in the child develops a moral sense.

The school curriculum needs to give equal importance to both subject knowledge and the interconnectedness of content and social and cultural implications.

Thus many educationists and philosophers have given their views on how value education is important to build the child's character and make him a responsible citizen of tomorrow.

Importance of Value Education:

The inclusion of value in education can be traced back in the mid-40s. In 1944 The Sergeant Committee were of the view that curriculum devoid of an ethical base would prove barren in the end. The Mudliar Commission (1953) expressed the role of religious and moral education in the growth of character.

There were 22 major recommendations in The Kothari Commission (1966). It spoke about the conscious and organised efforts necessary for imparting education in social, moral and spiritual values. It stressed the inclusion of such value based periods in the school time table.

The National Curriculum Framework (2005) emphasized on education for peace in schools. This would help reduce violence that existing globally, nation-wide and in the neighbourhood.

NCERT (2012) designed a framework titled "Education for Values in Schools" after consulting the different stakeholders in the field of education. This included the principals, teachers and educationists. It dealt with the basic want of changing from conventional pedagogy to a new pedagogy of values. It stated the importance of adopting a 'whole school approach' to education focusing on core values. CBSE has stressed upon co-curricular activities (that includes celebration of important days, birthdays of national leaders etc). It also brought out publications for imbibing values among children and made fundamental rights, duties and directive principles of state policy part of Social science syllabus.

The Board has taken into consideration Article 51A of the Constitution. Schools are expected to imbibe the values via curricular and co-curricular activities.

According to the study done by Patil and Patil (2021) The new National Education Policy 2020 has upheld Indian value-based education with all-inclusive eco development of Holistic Education (focusing on laying the foundation for higher education and on knowledge based education from primary to higher secondary level), Bharat-centric Education (that is the combination of culture and language), Development of Knowledge-based Society(focusing on imparting practical knowledge), and Emphasis on Knowledge-based Education (focussing on creativity). Thus NEP 2020 has stressed the importance of value based education right from primary to higher secondary level.

Article 10.3 and 10.6 in the UN Sustainable Goals, brings to notice the important role of Higher Education Institutes



in value-based education. The development of the student is not restricted to specific subjects. It also extends to climate, culture, values and environment awareness. Global Citizenship Education (GCED) tries to understand global challenges and solve them. The main goal of GCED is to develop students thinking and follow eco-friendly lifestyle since primary years.

An ideal curriculum must be geared to develop the overall personality of the children. Thus all three domains of learning (cognitive, affective and psychomotor) are equally important. Each and every academic activity needs to inculcate a value directly or indirectly.

According to the study done by Burra (2007) the education system aims at imparting knowledge and improving teaching skills. The aim of inculcating values has been side-lined. The study further stated the importance of passing on the values to the coming generations through value based- education.

Present Indian Scenario:

The concept of value education is not new to India. Since ancient times when gurukul system was practiced, the teachers not only focussed on the skills to be taught but also to the values that needed to be learnt for becoming a better human being. But as Swami Vivekananda had pointed out, our present education system is based on the Western ethos; we do not follow the Indian culture of education

The field of value education being vast, touches every aspect of human life, personality and education. Educational institutions may not be having separate programmes on value education but they try to provide some kind of value education.

In spite of the fact that there have been so many committees and policies highlighting the importance of value based education we are still not able to follow them to the core. The main reason for this failure is our focus on grades rather than all round development of students. We focus on the completion of syllabus, but pay very little attention to the interconnectedness of that subject to values.

We make our students compete with each other but not co-operate with each other. There are very less educational institutions that focus on the overall development and on value based education. The commercialisation of education is another aspect which comes in the way of value development.

A study by Sander, Janay B. (2010) highlighted the importance of academic achievement in the area of crime and delinquency. It showed that 80% of all the juveniles and adults were school dropouts or failures. It further revealed that most of the delinquents had low academic skills especially in reading.

The number of registered juvenile cases in 2005 were 18939 (NCRB 2015) which increased to 33433 cases in 2015 (NCRB 2017) and further 35849 cases were registered in 2016 (NCRB 2017).

According National Crime Record Bureau (NCRB) report 2017, juvenile delinquency has become a serious concern for the society.

In the present pandemic scenario we have to fight one more evil and that is cyber crime. Since online education is on the rise, children spend a lot of time on the internet. They have easy access to information. Children are unknowingly committing cyber crimes like downloading movies and songs which comes under infringement of copyright of the owner. They send hate emails to classmates or downloading their classmate's images and depicting it in funny ways. This is driven by short lived happiness and entertainment.

Barahate (2014) in her article highlighted the role of teachers in fostering values in children. The role of teachers have become diverse. It is not restricted to only imparting knowledge, but it extends to building the character of students.



This was reiterated in the article by Behera (2020) which stated the importance of teacher's role in imparting values. Srivastava and Sinha (2019) tried to study the various reasons behind the rising cyber crimes among adolescents and they concluded that there are many reasons for the rise in the cyber crimes. Lack of family ties was one of the reasons why children are committing such crimes. This brings out the importance of value education by parents and community.

Das and Paul (2021) in their study have reiterated that education system has a huge role to play in inculcating values and how it is the need of the hour. Value based education is the only way to achieve the goal of overall development in education.

These studies throw light on how we are just educating students without building their character.

Conclusion:

In a nutshell the focus on value based education has been lost over the years. Time and again scholars have emphasized the significance of value based education. As a result of which there were many policies that highlighted the importance of value based education and how it cannot be separated from curriculum. But we have failed to realize the significance of value based education. The repercussions of this neglect can be seen in the rise of crime rates by children and teenagers. It's high time that we bring value based education in the forefront at both school and higher education levels. Also keeping in mind the digital era, there is a need to improvise the values and inculcate the value of respecting the privacy and freedom of choice of others. This will definitely help our students develop into confident, ethical and responsible citizens of tomorrow.

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