

# Value Education: Need of the Day

## Abstract

In the materialistic world people are more concerned to make their lives comfortable than the means by which they earn the money. They can compromise with moral and spiritual values but they can not get rid of the lust of getting more and more money. At the same time they want that their child should respect ethical and moral values. In educational institutions also children are not getting equal opportunity. The behavior of parents, saying something and doing something else and discriminating attitude in the educational institutions is arousing distrust in values. Therefore the erosion of ethical and moral values has become a wide spread concern in the society. The solution of the problem still lies in schools and colleges. We think that inculcation of ethical and moral values can be done through regular course in moral education. The teachers, who impart moral education, should have high morals.

**Keywords:** Materialistic-One Who Believes in Physical Things, Lust-Strong Desire, Discriminating-Differentiating

## Introduction

The people are rushing towards materialist world which has made them machines, machines of making money. Educational system in India is also giving emphasis on vocational education and helping the students to become efficient enough to earn more money. In achieving the target they have forgotten the means by which they earn money. This has made them to adopt unethical ways. Therefore everywhere in the society the erosion of ethical and moral values are seen. It is therefore necessary that ethical and moral values should be taught in our educational Institutions right from the primary education to higher education, but it is also true that these are better taught by examples than by precepts. Teaching of moral values by persons who may themselves be violating these can be counterproductive. Here observance of ethical values in maximum cases will not do, because even one bad example is enough to spoil the effects of a large number of good examples. It is however believed that if moral values are taught by right type or teachers, then the students may themselves become watchdogs of these values.

## Aim of the Study

The paper gives emphasis that the value education should be an important component of teacher education and home should not be left out in imparting value and moral education to the students.

## Inculcating Values Through Education

There is a wide-spread concern about erosion of ethical and moral values (EEMV) in society. One simple solution proposed is that we should inculcate moral values through regular courses in moral education in educational institutions. Committee on religious and Moral Education(1959) had recommended that teaching of moral and spiritual values in educational institutions is desirable and specific provisions for doing so is feasible within a certain limit. The Government of India has already decided to introduce compulsory moral education course in schools and excellent courses and textbooks are being developed. But these efforts will be successful only when the teachers and parents who teach these courses and make them to follow, will themselves be persuaded to follow the moral values they would be teaching and would desist from violating these values openly from fear that students whom they teach will themselves become watchdogs on those actions of theirs which are against the value they themselves have taught. It would have been an ideal state, if all persons in society improve their behavior in conformity with the values taught in textbooks, due to the fear of criticism by the students, but this is far to reach.

However there are people who believe that mere teaching of ethical and moral values in educational institutions cannot achieve much, so long as these values do not percolate the general society, since students learn their values more by examples than by precepts. In fact they believe that such teaching may be counter-productive in the sense



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that students will begin to believe in the hypocrisy of a society which practices some set of values, but teaches them different values. Even today students question the right of corrupt politicians talking about introducing curricula in moral values in schools and colleges. They believe that the values can be honestly taught to them by those teachers who practice these values themselves in full measure. However this may not be always feasible, since the number of such teachers may not be adequate. It is believed that the educational system cannot remain unaffected by the erosion of ethical and moral values in the larger social, political and economic systems.

Students in schools learn a great deal from the examples of their teachers and parents and if these two groups follow high ethical and moral values and we also teach these values in schools, then this will have a good impact on the students. There is no doubt that each of these factors will have a positive influence on the character of the students.

All parents and teachers and who are concerned about EEMV should begin to practice these values themselves fully and this will go a long way in inculcating moral values among students. Report of committee on religious and moral values (1959) has recommended that in any educational scheme, the home should not be left out, so that the parents may feel the responsibility to induce the values among their children, encourage them to do good to the society.

In fact most teachers and parents practice these values in 90 to 95% situations, but there are a few situations in which they deviate from these values, due to considerations of narrow self interest, very often they hope that these will not be noticed by their children. However children are very keen observers and even small deviations from high principles may cause irretrievable harm to moral values of students. One bad example is enough to offsets the effects of a dozen good examples. It is this philosophy of 90% observance of moral values that harm the system.

#### **Erosion of Ethical and Moral Values Due to the Educational System: Some Examples**

1. The child's training in negative and moral values starts on the day its parents think of sending it to school. It sees the parents going from one school to another, knocking at the doors of influential persons for help in admission, to a good school and even paying money for such an admission. It sees, children of influential parents and parents with money being admitted to good schools and children of poor family, going to second and third grade schools, thus the child gets its first lesson in negative ethical values.
2. When it grows up a little, it sees children of educated parents receiving help from their parents in doing their homework, while children of deprived family receive no such help. Children belonging to second category become frustrated and the children from the first category become somewhat arrogant.
3. When it goes to higher classes, it finds some students engaging their own teachers as private tutors and receiving some special favours from them. Every child urges its parents to engage its

teachers as private tutors and the parents have to find money for these tutors, because the parents are interested in their children. Some time children see their parents indulging in corrupt practices in order to meet the cost of tuition or high cost of educational on public schools. The children find corruption being justified for the sake of education of children and they receive an additional lesson in negative ethical values.

4. A child sees some children copying in examinations and it finds that while some children are punished for copying, some are left in spite of copying openly and some are getting help in copying.
5. The child get further training in negative values in science practicals. It may be asked to cook result or to record practical's experiments which the child never did. It is asked to contribute money for a party to its examiners and it sees parents and teachers trying to influence the practical examiners.
6. In government schools it sees frequent transfers of teachers and the teachers themselves tell it that these transfers are all due to the influence these teachers have with politicians and bureaucrats. In fact sometime some teachers and even class IV staff talks arrogantly with principals because of the political backing they have and the children receive further training in negative values.

There are many such examples in which the students face negative moral and ethical values in schools and colleges. This affects the character of the students.

What is then the solution to this problem? There is a solution which will eliminate these evils to a great extent, if we have the will to implement it. We have to restructure our school educational system completely along the following lines which are the lines along which schools are run in most developed countries.

#### **Restructuring the School System**

1. We have to accept the concept of neighborhood schools, recommended by Secondary Education Commission in 1953. Every child, whether its father is an officer or a domestic servant, has a right to get admission in the school of the colony in which it lives and it cannot get admission in a school of any other colony.
2. Private tuitions may be completely banned. If necessary, the salary can be raised or teacher can be paid additional amounts by the community for helping the weaker children by spending extra time with them.
3. Regular parents and teachers meetings should be of help and parents and teachers should work in close collaboration in the interest of children. This will become easy when the concept of neighbourhood schools is implemented.
4. Teachers should examine their own students in a continuous open manner i.e. students and parents should be able to see the marked answer books. Teaching should be evaluated

and good teachers should be rewarded on the basis of opinions of all students and parents.

5. There should be plenty of rewards for good learning and the whole community should show appreciation of good learning and good teaching.

### **Role of Educational Systems in Fighting Against Erosion of Ethical and Moral Values**

The seeds of all unethical and immoral practices lie in gross inequalities in society. If education provides equal opportunities to all the children, it will help in improving moral and ethical values in society. If we can ensure education of the same standard and quality for all sections of the society, it will be a step ahead for ethical and moral values.

Once we have succeeded in bringing about equity in school education, we can talk honesty about admissions on merit only and we can restrict it to only those who deserve it. The admission on merit can be a great incentive for hard work from primary to higher education. It means the people involved in educational system should be honest and unbiased in their task. It will set an example and children will have no grievance against them.

Privatization in education is a great cause of disparity. With the effect of this, Education is becoming commercial. Children of wealthy parents get admission in any institution they like, and get good marks also, whether they deserve it or not. Whereas a deserving Private educational institutions are running to earn money, not for the benefit of the society. Our Government should take hard steps for these types of institutions. They should not be allowed to compromise with quality of the education. The situation becomes a cause of frustration to the deprived of candidates and disparity leads to further erosion of ethical and moral values.

Educational Institutions can play an important role in inculcating values in children. University Education Commission (1948), Shri Sri Prakash committee (1959) and Education Commission (1964) are of the view that value and moral education be given in schools.

### **Suggestions**

1. Specific provisions for the teaching of value and moral education should be done in curriculum in certain limitations.
2. The content of value and moral education should include a comparative and sympathetic study of the lives and systems and philosophies.
3. It is most important to involve home also in educational scheme of imparting value and moral education. It is suggested that through mass-media, leaflets, talks, radio and cinema and through voluntary organizations the drawbacks of our homes both in matter of physical orderliness and their psychological atmosphere should be pointed out and suggestions should be given to remove them.
4. It is desirable to start work every day in all institutions with a few minutes of silent meditation .(University Education Commission, 1948 and Shri Sri Prakash Committee,1959). Small Prayers which may be in the nature of an exhortation for self discipline and devotion to some ideal should

be sung. Community singing of inspirational songs and hymns can be most effective at the school stages

5. Suitable books should be prepared for all stages from primary to higher education which should describe briefly in a comparative and sympathetic manner the basic idea of all religions and as well as the essence of lives and teaching of the great religious leaders, saints and philosophers.
6. Different types of co-curricular activities should be organized, in which unbiased and conducive atmosphere should be given to the students. Learned and experienced persons may be invited to deliver lectures on interreligious understanding.
7. Emphasis should be laid on teaching of good manners and thus promoting the virtue of reverence and courtesy.
8. Some short of physical training should be made compulsory at all the stages of education. Students should be motivated to take part in Scouts and guides, National Cadet Corps, National Social Service etc. Games and sports should be encouraged and the dignity of manual work and social services to the community should be taught at all levels of education.
9. There should be a component of training in imparting value and moral education in teacher education programme. Dr. A.P.J. Abdul Kalam former President of India in his book, India 2020; A Vision of New Millennium remarked, "If you are a teacher in whatever capacity you have a very special role to play because more than anybody else it is you who are shaping the future generation. A teacher has higher responsibility as compared to other professionals as students look upon teachers as an embodiment of perfection.
10. Teacher puts maximum impact on the personality of students. Students imbibe virtue and vices knowingly and unknowingly from teachers.

### **Conclusion**

Therefore teacher is an important factor in providing value and moral education. He must have healthy attitudes and should possess rich values. Then only he will be able to affect the personality of the students. He should have positive thinking. It means he should look at the world with hope, cheer and positive frame of mind. Life is a mixture of successes and failures. They are part and parcel of the life. Hence we should think positive, stay focused and strive to achieve the goal

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