

A Study of Efforts made by National Boards of Education for Value Development with Reference to Changing Scenario of Society



Sangeeta Srivastava

Associate Professor,
Deptt. of Teacher Education,
D.A.V. (P.G.) College,
Muzaffarnagar



P. K. Srivastava

Associate Professor
Faculty of Commerce and
Business Administration,
S.D. (P.G.) College,
Muzaffarnagar

Abstract

Education has been considered a key factor for national development and building a sensible humane society. However, the development of knowledge and skills is considered as the core objective of education system, but in fact the most important objective of education is the development of values and awareness for better use of knowledge and skills. If all employments and vocations will be based on values then only the children of a nation will develop as best citizens. The post-Independence period in history of Indian Education is the most important and fully responsible for present scenario of our society. Right from the beginning till now various efforts have been made by Indian government not only to enhance the development of nation but also to inculcate values among citizens for sustainable development of the country. It is evident that during last seventy years the development in all spheres of life in India has been diluted due to deterioration of values among citizens so the researcher are inspired for this study. This effect may be the result of various other changes invading the social scenario of our country but the root of all causes is its education system, so it is most essential to study nation's educational proceedings, which seems not to be very effective in combating other deteriorating factors and saving our society from their adverse effects. The proposed study is a descriptive research in nature so a secondary data based descriptive analytical research methodology is being applied by the researchers. To analyse the efforts made by national resources of value education researchers have focussed only on two prime national education boards, which are exactly leading our school education system. The study concludes that our national educational organizations have continuously made various efforts for inculcation of values among students, but with much variation in methodology of this process. One cannot find a uniform pattern of values inculcation through education. Increasing number of educated criminals and terrorists clearly sketches a very serious picture about effectiveness of national education with a view point of values inculcation among youth. The study concludes that Values development is absolutely practical aspect of life so efforts should be made to enhance practical aspects of school life rather than paying attention towards theoretical. With some other concrete suggestions researchers feel that to proceed further we should learn from our glorious past, so more researches should be initiated and motivated to study the ancient system of education to pave the ways towards ancient value based environment in the country.

Keywords: Indian Education System, Value Development, Value Inculcation, Value Deterioration, Changing Scenario of Society, National Education Boards- CAGE, CBSE.

Introduction

The education system of any nation is its backbone responsible to provide worthwhile human resource for its sustainable development. A nation is as developed as its human resources. Now-a-days there are various global challenges in human world such as protection of natural environment, development of humanity, human equity and equality, conservation of natural and man-made resources, eradication of illiteracy, poverty and corruption etc. The education system of every nation wishes to

develop such human resources which may be able to easily combat all such problems of human life to provide them peaceful world to reside. One can say that every country wishes to have such an education system which may not only be responsible for its economic development but an all-round development of values too so that their progress may retain for future leading to a well-defined sustainable development. For maintaining a nation's achievements it is essential to pay most of its attention towards its next generation, if it is neglected a Nation can never retain its powers and will soon lose all its strength. The deterioration of values within society is not the result of something recent but is the ignorance for a long period. Not only India but almost whole world is facing values deterioration in all sphere of life leading a difficult world to reside for next generation. Education has been considered a key factor for national development and building a sensible humane society. However, the development of knowledge and skills is considered as the core objective of education system, but in fact the most important objective of education is the development of values and awareness for better use of knowledge and skills. If all employments and vocations will be based on values then only the children of a nation will develop as best citizens.

A Brief History of Indian Education

India is the country of richest past. The original Indian education system comprises of ancient Vedic period followed by Buddhist period. Takshashila and Nalanda were the top ranked universities and were the prime proud of this country. Due to being rich in its education system it was also enjoying the most prosperous status in the world i.e. being titled as the Golden bird. This time was the witness of highly self-reliant and value laden citizens in Indian history, but their bravery was affected in Buddhist period, which later on deteriorated continuously and became responsible to attract number of invaders from all over the world. It is a historical fact that invader's first attempt was to ruin the education system of the country. It is well-known that the fire of Nalanda University and its library by invader Mohd. Gajnavi ended in more than six months which reveals the richness of knowledge treasure of this country. This was the third generation of Mughals who changed their focus from loot and going back to conquer all the territories and have a permanent settlement in this country. Now India was ready to face a new system of education called Mughal or mediaeval period of education. This period of education was mainly focussed on change in faith of people. This whole period has witnessed various wars between Mughal emperors and the local kings so couldn't experience the richness of well-defined education system leading to create a ditch between rich and poor. Emperors were busy in enjoying the wealth of the country showing less attention towards development of solid education system for sustaining the wealth of nation so once again attracted the invasion from whole Europe i.e. Portuguese, France, Dutch, and finally British. A big hammer stroke for Indian education was

resulted through Lord Macaulay Minute (1835) where he cunningly declared this country an absolute zero in the field of science and literature while they were developing themselves with the help of discovery of zero and decimal of this country. British also attacked the education system to enhance the babu culture. They destroyed all fundamental vocations and their education so that they could sell their readymade goods in this country to earn more profits resulting into complete breakdown of Indian cottage industry. The ditches between poor and rich were now changed into valleys. They also brain washed the mind of people of this country with a feeling of superiority in speaking English and doing government jobs and inferiority in speaking Indian languages and involving them in family small scale businesses which is still evident in our culture. The education of pre independence period was totally in the hands of British therefore it was less concerned with the progress of nation in the field of self-reliance and values. In spite of all these adversities India got freedom with the help of sacrifice of its blood which was still full of patriotic values received from their own ancestors. The post-Independence period in history of Indian Education is the most important and fully responsible for present scenario of our society. Right from the beginning till now various efforts have been made by the Indian government not only to enhance the development of nation but also to inculcate values among citizens for sustainable development of our country.

Changing scenario of Contemporary Indian Society

India is a vast country full of vibrant colours. It enjoys multiple shades of cultural differences from one corner to other making a garland of 29 states and 7 union territories at present. If we consider the changing scenario of Indian society after independence we may experience great changes in every sphere of life which are a mixture of favourable and adverse both. For example if we see the change in our education we can experience a favourable impact on school education especially women education but in contrast we may also experience a raise in crime rate against children and women during these years. Similarly we may witness a large increase in educated persons but contrary to this, one can also experience a huge deterioration of values among people evident in the form of increasing crime rate and corruption on one hand and on the other female foeticide, rape cases and number of old age homes where so called educated grown-up children leave their parents for ever. Literacy rate increases but rate of employment decreases, Economic growth increases but number of poor and the difference between rich and poor increases, Resources are continuously being developed but the high rate of corruption dilutes all the efforts, high level of people unrest is also responsible for huge harm to public properties. Besides these entire changes one can also experience a big increase in violent nature of our people responsible for increase in crime rate in the country. A total of 48,31,515 cognizable crimes were

reported in 2016, showing an increase of 2.6% over 2015 (47,10,676 cases). This report also shows that national capital Delhi has reported the highest crime rate (974.9) under IPC crimes followed by Kerala (727.6) against national average of 233.6. It is surprising that the Kerala state with highest literacy rate has reported highest number of cases of SLL (Special Local Level) crimes (24.1%) followed by Gujarat and Tamil Nadu (15.5% each) of total SLL crimes reported in the country during 2016.¹ Further "a report by Global Peace Index (2017) had also claimed India to be the fourth most dangerous country for women travellers. Gender Vulnerability Index 2017 compiled by Ministry of Women and Child Development found Bihar, Delhi, Uttar Pradesh, and Jharkhand to be the bottom four in terms of safety."² Now-a-days one bigger problem of terrorism is also appearing to fascinate our youth for money. These data about crime rate in the country is a reason to raise a question mark on the value structure of our education system.

It is evident that during last seventy years the development in all spheres of life in our country has been diluted due to deterioration of values among citizens. For example the huge infrastructure of the country is ruined within a few seconds by the unsatisfied mob agitating for any undue demand in this country. The big promises of distribution of free gifts to voters in general and state elections is also becoming a common feature of our politics to grab votes of innocent people to rule the country, which affect the allocation of national wealth at proper and needy places. There are examples of various countries in the world where people themselves refuse to receive any free gift considering it as a big corruption against their nation. If our education system were really value laden from the very initial stage of post-independence then perhaps we might also developed a value laden society. One cannot deny the fact that change is the law of nature but overall that change is always expected to be in positive direction and capable to sustain our achievements, progress and our cultural heritage.

Review of Literature

The review of studies related to value education will be very beneficial to pinpoint the study. Here are some related studies in this regard:

A study of report of the committee on "Integration of Cultural Education in School Curriculum" by Central Advisory Board of Education Ministry of Human Resource Development, Government of India, revealed that our society is seriously suffering with diminishing moral values and the growing intolerance among communities, castes and groups that make up our great nation. It was in this context that the reconstituted C.A.B.E's Committee of 'Integration of Culture Education in the School Curriculum' was given the rather broad mandate: to look into the 'what', the 'why' and the 'how' of inculcating cultural values through the School Curriculum.³

In a study titled "Evaluating the Impacts of Value Education: Some Case Studies," Singh Amardeep, New Delhi, has also envisaged that

inculcation of values among the students can play a significant role by shielding them from negative influences which may be caused due to present day gross consumerism and an aggressive rush for self-fulfilment. Value education forms a part of the curriculum in different educational settings across the globe. Countries like India, Australia and Singapore lay a strong emphasis on imparting value education through well-defined curricula and syllabi. In this paper the researcher has analysed the impact of value education on the academic performance of the students as well as the overall environment of the academic institutions where value education programmes have been explicitly put into practice. The research also addressed an important question: Can the impact of values education on teaching and school ethos, as well as student achievement and behaviour, be tested empirically and observed reliably? The observations of the report indicated the profound potential of value education to transform the learning environment, ethos, coherence and inclusiveness of a school and stimulate student social development by strengthening relationships between students- students and teacher- student.⁴

Another study showing the reason for increasing crime rate in India by Shankalia U. and Kannappam M. revealed that crime rate is growing in India. Crime is also found in numerous forms such as organized crime including drug trafficking, shooting, concealing, extortion, and murder, fraud, human trafficking. Several other criminal activities result in political violence, religiously impelled violence, terrorism, and abduction. The opposite sort of crimes includes homicide, robbery, assault etc. Corruption may be an important drawback that is being faced by the country. The research concluded that India has witnessed fast socio-economic changes since independence. Varied establishments are created and recreated due to structural and cultural changes over the past six decades. White-collar crime has acquired new dimensions. Political institutions have modified very quickly and cultural norms haven't kept pace with them. Hence, there's a "cultural lag" in today's India leading to increased crime rate.⁵

Thus review of literature is clearly questioning the education system of the country and highlights the need to understand whole scenario of value education in the country.

Need and Significance of the Study

A popular proverb "as you sow so shall you reap" is an absolute truth in all sphere of life including education. After independence the country has mainly followed the British education system which was intentionally made ineffective for the development of values and self-reliant personalities. If today we are facing very slow pace in our technological advancement together with deterioration of social and cultural values then we may find the root cause of this sorry state in the analysis of our education system. The most effective wealth of any nation is its human resource, which always results through a well-practiced education process. In India we may find various well-defined education commissions, policies,

institutions but still can experience a clear miss-match between theory and practice. Need is to analyse the real picture depicting the practical aspects of efforts made by prime national education boards and organizations not only to find the root cause of problems but also to explore the solutions for future. It may be the result of various other changes invading the social scenario of our country but the root of all causes is its education system, so it is most essential to study nation's educational proceedings, which seems not to be very effective in combating other deteriorating factors and saving our society from their adverse effects. Considering a most needful area researchers are inspired for this study due to a rapid increase in deterioration of values.

Research Methodology

The proposed study is a descriptive research in nature so a secondary data based descriptive analytical research methodology is being applied by the researcher. The secondary data related to efforts made in Indian Education system has been collected and analysed in the light of their implementation and effect on society. The study of Indian Education system includes various National educational institutions, commissions, regulating bodies and boards etc. Which were established after independence. For the convenience and pin-pointing the study researchers have included two most important national school education regulatory bodies i.e. CBE and CBSE for the proposed study.

Analysis and interpretation of Data

In India's education system all national resources for value education may be identified in the form of various educational commissions such as Secondary Education commission 1953, Kothari Commission 1964, New Education Policy (NEP) 1986, Acharya Ram Murti committee 1992, National Curriculum Framework (NCF) 2005, National Education Policy 2016 (NPE) together with various educational bodies and institutions such as Central Advisory Board of Education (CABE), National Council of Educational Research and Training (NCERT), Central Board of Secondary Education (CBSE), National Council for Teacher Education (NCTE), National Institute of Educational Planning and Administration (NIEPA), University Grants Commission (UGC), All India Council of Technical Education (AICTE), Indian Institute of Technology (IIT), Indian Institute of Management (IIM), Indira Gandhi National Open University (IGNOU), National Institute of Open Schooling (NIOS) and other autonomous organizations and institutions which collaborate with and assist NCERT in development of the National Resource Centre's activities. To analyse the efforts made by these national resources of value education the researcher has focussed only on prime national Boards of school education which are exactly leading our education system. These boards are (i) Central Advisory Board of Education (CABE) and (ii) Central Board of Secondary Education (CBSE).

Central Advisory Board of Education (CABE)

It is the most important and oldest educational advisory body of Indian government

which has a very uneven journey. It was first established in British rule in the year of 1920 but dissolved in 1923 due to some economic measures. After Hartog Committee (1928-29) report need of an advisory board was again realised leading to its revival in 1935. Though it was strongly recommended by the national education policy 1986 still unfortunately dissolved in 1994. Again it has been reconstituted by the Govt. of India in July 2004. Recently its 65th annual meeting was held in January 2018. The main function of this body is to review the educational policies and to advise central and state government for betterment of national education system.

"The most acknowledgeable effort made by CABE in the field of value education was the organisation of meeting on most need full areas of secondary education on 13-14 September 1988 in Vigyan Bhawan New Delhi. The participants in the group have identified that value education is most essential aspect of our education."⁶ This Group felt that value education cannot be effectively imparted just by prescribing extra textbooks or by arranging a number of lectures. They also identified that the atmosphere in the school and society, most importantly the behaviour and conduct of the teaching community in the school may also be a determinant factor influencing values among students. Therefore, effective value education can be easily achievable only by influencing the conduct and behaviour of teachers. The discussion in the meeting highlighted the conformity of secular values in educational transactions. It was also recommended that value education should not form a separate subject but interwoven into all relevant subjects and school activities should ensure to influence students in the appropriate manner instead of being exposed to the subject in the form of lectures. Considering the core importance of the teachers' role in value education, it is expected to be an important and integral part of teacher training courses i.e. pre-service and in-service.

As a result of this meeting the separate subject of value education has been removed from our school curricula and it was expected to inculcate values among our youngsters through the teaching of all core school subjects. For such a major change in educational scenario the training programmes of teachers were also expected to be changed accordingly, which couldn't be changed in time. Neither in-service nor newly trained teachers were being trained with such expectation, resulting in the development of teachers who ignored the value based aspects of their subjects.

Recently in 65th meeting of CABE has further realized the need of value education among students which mainly focussed on higher education. "The major resolution adopted by CABE in its 65th meeting is that it will whole heartedly participate in innovative programmes like Unnat Bharat, Swachh Bharat, Ek Bharat Shrestha Bharat, Smart and Green Campus. The Union Minister for Culture and MoS (Independent Charge) Ministry of Environment, Forest and Climate

Change, Dr. Mahesh Sharma highlighted the need for integrating education and culture to instil cultural pride in our youth. He requested the State governments to synergize their higher educational institutions with the Ministry of Culture's Centres for Cultural Resources and Training (CCRT) located in the respective states. He urged the house, both Ministers and officials, to take a pledge in providing value based education and instilling cultural pride in youth. Similarly, the Minister of State for Human Resource Development Dr. Satya Pal Singh also highlighted that curriculum must cover uncovered domains such as community health, renewable energy, food safety, cyber security etc. He emphasized on the need for proper embedding of culture and values in our education systems, so that the past is not lost as we advance into future developments.⁷ Thus for a bright future for our country a skill and value based higher education was the main focus point of this meeting. "Among other presentations for 2022 India such as Ek Bharat Shreshtha Bharat, Unnat Bharat Abhiyan, a very important programme for improving teacher quality through Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) is being introduced which is the most needed in higher education sector".⁸

Thus it can be clearly observed that the oldest educational body in India CIBE has played most important and effective role for value education though was disturbed throughout its life. The suggestions of recently held meeting of this board are clearly indicating that our education is missing some important aspects i.e. Value education. That's why country is facing the need of value based and skill based programmes to develop self-reliance and dignity of labour among citizens. If this board would have not been disturbed throughout its life span it would have paved the way of value based developments in the then generations. Now we are thinking to inculcate these values in new generation which their parents are lacking in them.

Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education (CBSE) also aims to enhance Values Education, and for the fulfilment of this objective it always reinforces co-curricular activities, games-sports and life skills based activities as core part of school life. Through its continuous comprehensive evaluation pattern (2009) it has attempted to enhance the holistic development of students. This pattern also reflects the internalized values of students. A very appreciable effort made by The Central Board of Secondary Education (CBSE) in this direction is the development of Value Education Kit (VEK) for teachers which also includes a handbook on value education titled as 'Values Education – A Handbook for Teachers', along with values cards and a CD of songs highlighting contemporary social issues and concerns symbolising values of Peace, Solidarity and respect for Nature. This Values Education Kit (VEK) has been developed in response to the need of a workable value education programme by educators and administrators. It is expected to serve as a model for providing Values Education. Besides this kit the

Board has also issued some specific guidelines to assess students for 3-5 marks in each subject at the Summative Assessment level in Classes IX and X and in major subjects of class XI and XII.⁹ So it is evident that this apex education board of the country has also taken strong steps for value inculcation among youth, still there is something missing which leads us to rethink and reanalyse the effectiveness of these efforts.

All above discussion clearly depicts that our country is committed for value inculcation among youth and is regularly initiating various efforts and schemes in this regard. Now the pertinent question arises that why all these efforts are being diluted in their implementation and are not showing the expected intensity? Why crime rate is regularly increasing in the country? Why people don't show respect to national wealth? Why are they lacking social values, respect for elders and women, what is the cause of increasing corruption and most alarming fascination for terrorism. Researchers analysed the facts and found some concrete conclusions, which are as under:

Conclusion and Suggestions

All above discussion reveals that our national educational boards have continuously made various efforts for inculcation of values among school students, but with much variation in methodology of this process. One cannot find a uniform pattern of values inculcation through education. Sometimes it was considered as separate subject while later on it has become an integral part of core subjects. Some data about increasing number of educated criminals and terrorists clearly sketches a very serious picture about effectiveness of national education with a view point of values inculcation among youth. Similarly violent agitations are also very common among Indian youth for very simple demands. Here the question arises that when education is value in itself then why the problem of value deterioration is arising so seriously among educated youth. The above analysis shows some pity conditions of our education for value enhancement that we always tried to foster values through western structure of education but have never researched the value education management system of our ancient educational structure. That was the golden period of the country when education was considered as jewel for a person, and educated people were asset and real human resources good enough to evolve the country as a golden bird. The present picture shows that we are now adding value flavour in the content of school curriculum with an idea that this extra addition will make the original flavour. Concerning the example of milk the researcher has analysed that milk has its own original flavour of sugar and if any one realizes this original sweetness of milk there will be no need to add the flavour artificially which really worsens it. Same is in the case of education. In fact in ancient Indian education value inculcation was neither an additional activity nor was separate from study subjects. In fact it was so well woven with in the whole structure of education that the person acquiring such education

was called as highly valued person of the society, or we can say that education was just like jewel for them which made them the real treasure of the country. The provision of asking one or two questions as is included by CBSE in the name of value development is absolutely useless unless and until school's whole environment is not changed accordingly. Policies makers should concentrate their attention towards making education more practical with reference to value orientation, and then only India will get its glorious past live through our schools. Here are some suggestions in this regard:

Values development is absolutely practical aspect of life so efforts should be made to enhance practical aspects of school life rather than paying attention towards theoretical.

Adolescence is most sensitive age of a child. In this age the impacts on mind of children are most important and long lasting. The condition becomes more serious when they are more exposed to various media in place of play-grounds and healthy environment lacking in today's societies. So to make them safe from any ill impact of any unavoidable circumstance it is better for them to stay longer in schools within some informal activities and guidance to release their school work stress together with some recreation in the form of games and other activities. It is suggested that schools with a provision of Day boarding may prove to be helpful in enhancing teacher taught relations and will provide more conducive environment to young generation. These extra activities should be included in school life in such a way that student should be relaxed fully before the go back to home.

In ancient education system students were exposed to all type of hard work no matter of their background. This environment was good enough to inculcate values such as dignity of labour and respect for hard work among students. So today's School Education should also be made more focussed on dignity of labour by creating some real life experiences to make students self-confident, self-reliant and self-dependent member of society after completing their school education.

It is also suggested that to proceed further we have to learn from our past so more researches should be initiated and motivated to study the ancient system of education to pave the ways towards ancient value based environment in the country.

The New National Policy on Education, 2016 has also emphasised that national education should foster peace, tolerance, secularism and national integration to foster greater understanding of diversity, rich heritage, glorious past, great traditions and heterogeneous culture. Recently Modi Government initiated to rollout uniform value education for schools in 2019-20 session for which government has declared that "Both- the teacher's appraisal and the student's report card will factor in value education and 'outcomes' will be measured through an assessment design that is 'spiral and

compulsory in nature'. Schools will further also be accredited on the basis of implementation of value education from 2019-20 sessions. In this direction National Council of Teachers Education (NCTE) is also planning to train teachers in value education components to "reaffirm their commitment" to promoting values amongst students and "uphold the core Constitutional values in their own lives and become effective facilitators to inculcate the same in their students".¹⁰

This picture also emphasises the importance of teacher's education for value inculcation among students so it is suggested that researches should be initiated to study the efforts made by national council of teacher education in this regard to explore the effectiveness of value education in teacher education too.

References

1. NCRB: *India:ncrb.gov.in/statpublications/c11/c112016/pdfs/crime%20statistics%20-%2016.pdf*
2. India News: <https://www.financialexpress.com/india-news/crime-in-india-rise-in-2018-as-compared-to-last-year.,FE,Onlinepublished,feb26,2018>.
3. C.A.B.E,India: *Integration of Culture Education in School Curriculum*,<https://mhrd.gov.in/.../integration%20Culture%20Education%20in%20the%20...>
4. Singh Amardeep: *Evaluating the Impact of Value Education- Some Case Studies*,*International Journal of eEducational Planning & Administration*,vol1,No 1(2011)pp1-8,ResearchIndia Publications,<https://www.ripublication.com/ijepa.htm>
5. Shankalia U.&Kannappam M.: "An Analysis on the Reason for Increasing Crime Rate in India-A Special Reference on Duration from Year 2010-16"*International Journal of Pure and Applied Mathematics*,Vol. 119,No 17,2018,1411-1423,ISSN-1314-3395,online version: <http://www.acadpubl.eu/hub/specialissue>.
6. C.A.B.E,India : <https://ekikrag.in/Central-Advisory-Board-Education-CABE-India>.
7. C.A.B.E: 65th Meeting C.A.B.E,<https://mhrd.gov.in/documents-reports-category/central-advisory-board-education>.
8. MHRD,India: *PMMMNMTT MHRD.gov.in/sites/upload_files/mhrd/files/...PMMMNMTT_guidelines_Revisedpdf*
9. CBSE,India: *Value Education-A HandbookforTeachers,Central Board of Secondary Education,CommunityCentre,PreetVihar Delhi,110092*
10. ModiGovt, to RolloutUniform Value Education for Schools in 2019-20 session.<https://economictimes.indiatimes.com/news/politics-and-nation/in-2019-20-schools-to-provide-value-education/articleshow/64595157.cms>
11. NCERT: *Journal of Value Education*, January & July 2005.
12. NCERT, DEPFE: *Education for Values in Schools-A Framework*, Sri Aurobindo Marg, New Delhi 110016.