

# Significance and Impact of Moral and Value Education in India



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## Abstract

The family system in India has a long tradition of imparting value education right from the ancient practice of the gurukul system. But with modern developments and a fast changing role of the parents, it has not been very easy for the parents to impart relevant values in their wards. Therefore many institutes today conduct various value education programs that meet the rising needs of modern society w.r.t. code of conduct and values. These activities concentrate on the development of the children, young adults etc. focusing on areas like happiness, humility, cooperation, honesty, simplicity, love, unity, peace etc. values are those principles or standards, which help to better the quality of life. Education is a methodical effort towards learning basic facts about humanity. And the core idea behind value education is to cultivate essential values in the students so that the civilization that teaches us to manage complexities can be sustained and further developed. It begins at home and it is continued in schools. Everyone accepts certain things in his/her life through various mediums like society or government. Value education is important to help everyone in improving the value system that he/she holds and put them to use. Once, we understand our values in life, we can examine and control the various choices we make in our lives. It's our duty to uphold the various types of values in life such as cultural values, universal values, personal values and social values. Thus, value education is always essential to shape a student's life and to give him an opportunity of performing himself on the global stage. The need for value education among the parents, children, teachers etc, is constantly increasing as we continue to witness increasing.

**Keywords:** Impact, Moral, Value, Education.

## Introduction

The Values codify the dos and don'ts of behavior. They form the basics of character formation and personality development. the values that spring from within or the core of the heart, like love, compassion, sympathy, empathy, tolerance, etc. lay the foundation for the external practiced values like honesty, discipline, punctuality and loyalty. the most important to remember is that "values are priceless, while valuables are priced." in today's fast paced competitive world, man seems to have compromised on his values, integrity and character, in a bid to earn, use and possess more and more of material wealth. as a result, we see rampant corruption, unlawful activities, inhuman behavior and immoral consumption, which is slowly breaking the very structure of our society, nation and the world. therefore, there is an urgent need to re-introduce value based spiritual education dealing specifically with human values", to redesign the fabric of our educational system. a child's mind is like soft clay and can be molded to any desired shape. thus, this is the right time and age to impart value education so that the right impressions formed in the child's mind will guide him throughout his life. such life will definitely be based on moral and just principles. School is the common platform for all children coming from various backgrounds. In an interactive and learning environment of the school, where a child spends a maximum of eight hours of waking time, the human values can be easily evoked in him by making him "experience" and "live" the values. Teachers, in turn, present themselves as role models to be emulated. The basic approach to impart value education is "love". this is the most vital aspect to implement value education in three ways: the independent approach, the integrated approach, and the subtle approach. Sahaj Marg the "natural path" is a system of practical training in spirituality. The goal of Sahaj Marg is inner perfection, God realisation or merger with the Ultimate. In Shri Ram Chandra Mission, they meditate on the heart and through meditation regulate the mind. Their present spiritual master is Pujyashri

Parthasarathi Rajagopalachari. The Sahaj Marg Research and Training Institute, a global wing of Shri Ramchandra Mission, has its headquarters at Chennai. "We have been actively involved in conducting training programmes for abhyasis of the mission, and workshops and value education seminars for teachers and educationists," says Biksham, the zonal incharge, Mrs. Neelothpala, an abhyasi who also runs echoes pre-primary school, adds, "we also conduct essay writing on subjects pertaining to spirituality on all india basis for school children, college students and youth. Summer camps and open forums are conducted to cater to the needs of children, the youth and women." Mr. R. Sethuramana, an abyasi, who is basically an engineer in Midhani, explains, "a teacher's manual on value based spiritual education for classes 1st to Xth has been published by the Institute. The basic values are explained through experiments in science and other curricular subjects and also through charts." true, children learn more by observation, perception, experience and intuition, rather than by being told or taught about values. They assimilate the code of behaviour from the direct environment at home and at school, which eventually leads to the formation of character. Hence both parents and teachers, need to present themselves as role models, whom the children can look upto, for guidance. To be effective role models "self-realisation" is the key, for it brings about an internal balance and harmony, which in turn is reflected externally by right conduct, character and personality. To achieve such a result we need to regulate our minds and purify our hearts by the constant practice of meditation. So, value based spiritual education must be made compulsory at school level, at least in order to lessen the violent activities, behavioral disorder etc. in the society.

India still is a developing country—why? What are the blocking stones that are stopping India from being a developed country? This particular question strikes me every time when we read something about India's education system. We see India's education system as a stumbling block towards its objectives of achieving inclusive growth. In the near future, India is going to experience a paradox of nearly 90 million people joining the workforce but most of them will lack requisite skills and the mindset for productive employment according to a report in DNA. India has about 550 million people under the age of 25 years out of which only 11% are enrolled in tertiary institutions compared to the world average of 23%. We wouldn't be laying too much emphasis on the drawbacks of India's public education system because it has been an issue well debated over in the past and the main flaws have already been pointed out before. We will be focusing on how the education system's failure is leading to another social issue of income inequality and hence, suggest certain policies to improve India's education system and reduce inequality. The really critical aspect of Indian public education system is not support for the value education.

A common feature in all government schools is the poor quality of education, with weak infrastructure and inadequate pedagogic attention.

What the government is not realizing right now is that education which is a source of human capital can create wide income inequalities. It will be surprising to see how income inequalities are created within the same group of educated people. The present day education system in India has come a long way and the age old traditions have undergone a makeover to produce an ecosystem that is evolving every single day. Initiatives like the Right to Education Act have provided an impetus to growth and progress by laying special emphasis on elementary education in India. Combined with policy changes like making child labor illegal the being government is working ensure that the seeds of education are planted in both the rural and less privileged sub-urban areas of the country though there are a number of pressing challenges at hand that hamper the proliferation.

#### **Key Challenges for the Indian Education System**

25% of the Indian population is illiterate. Only 7% of the population that goes to school manage to get educated at graduate level and only 15% of those who enroll manage to make it to high school and achieve a place in the higher education system. A few reasons why education in India is given less importance in some areas are as follows:

1. 80% of schools are managed by the government.
2. Private schools are expensive and out of reach of the poor.
3. More hands to earn remains the mentality amongst many families and therefore little kids are set out to fend for the family over going to school to garner an adequate education, in the most literal sense of the word.
4. Infrastructure facilities at schools across rural areas and in slums dispense very poor quality of education.
5. The teachers are not well qualified and therefore not well paid and therefore are not willing to work hard enough. This has been a classical Catch-22 problem that the government has been trying hard to fight against.

#### **An Overview of the Levels of Education in India**

The type of education systems in India can be classified as:

##### **Pre Primary Education in India**

Pre-primary school education in India is not a fundamental right and is divided into two levels—Lower KG (for children between 3–4 years) and Upper KG ( for children between 4–5 years).

##### **Primary Education in India**

This serves as the link between primary school and elementary education. However, not much emphasis is laid on this level by the prevailing education system and policies in this regard continue to exist solely on paper.

##### **Elementary Education**

The Government has made elementary education compulsory for children between the age group of years 6 and

##### **Secondary Education in India**

Serves as a link between elementary and higher education in the Indian education setup, which draws a blank again as far as policy is concerned.

##### **Higher Education in India**

Under graduate and post graduate level: After completion of secondary education, students can choose fields of their interest and pursue undergraduate and then post graduate courses.

#### **Curriculum Bodies**

Catering to the largest population in the world is no easy task and as the annals of bureaucracy dictate, there are more than 15 education boards across the country. While some of them are regional, the more interesting ones are listed below:

#### **The NCERT – Apex Body for Curriculum**

As far as school education and its functions are concerned, the National Council of Educational Research and Training takes care of all curriculum related matters. Various schools in the country seek technical assistance from this body.

#### **State Government Boards**

Since 80% of the schools in India are managed by the government, this is the board under which the most children in India get enrolled. The Board of Secondary Education across major states has achieved its objectives of developing various systems.

#### **CBSE**

The Central Board of Secondary Education which falls under the purview of the Central Government is a board of education for both public and private schools in India.

#### **ICSE**

The Council for the Indian School Certificate Examinations Board is a non-governmental and private education board for education in India.

#### **NIOS**

Established by the Government of India and the Ministry for Human Resource Development in 1989, the National Institute of Schooling Board aims at providing quality education in rural areas in an inexpensive manner.

#### **Cambridge International Exams/IB**

International Baccalaureate or Cambridge International Examinations offer international qualifications to students. This is a recent phenomenon in various parts of the country and is mostly offered by upmarket schools and the like.

#### **Islamic Madrasah Schools**

These schools may be either controlled by the state government, run autonomously or may be affiliated with the Darul Uloom Deoband that is in the Saharanpur District of Uttar Pradesh.

While there are a number of drawbacks of the education system in India, a number of efforts are being made to create awareness and action for education in India.

Efforts like the Sarva Shiksha Abhiyan aim at making education and good quality of life for today's children possible by providing community owned school systems. Another indicator of a brighter tomorrow is the Right of Children to free and compulsory education. Large investments in the education system truly make us believe that the children of India will get off the streets and start making education their mainstay for a successful life. Like with most things we are exposed to today, there are two sides to the education system in India –

both good & bad which has made it a subject of many essays and a lot many discourses.

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