

VALUE EDUCATION: NEED OF THE HOUR

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ABSTRACT

The search for values is an essential cultural quest of mankind. It is the quest into the nature of that goodness which gives dignity and nobility to human existence. Values bring quality and meaning to life. Values give a person his identity and character. Value education is the need of the hour and of humanity as well. Value based education is inevitable in the present scenario. With proper approach and strategies, and wholeheartedly effort the dream of value education may be realised. In the present paper some approach and strategies have been suggested for education in general and teacher education in particular by which value inculcation in the younger youth can be realized.

Keywords : Values, Culture, Nature, Education, Technology

A value is a behavioural concept related to an individual or a group. For definition purpose, values consist of "a set of personal principles and standards" (Encarta). The World Book Dictionary defines value as "the established ideals of life that the members of a given society regard as desirable". Moore (1903) contended that values means good-independent of human desire and interest. Nicolai Hartman (1932) argued that values are essences-without values, events would be totally lacking in significance. Physiologists including Kluchhohns (1952), Henery Margenau (1959) and Gorden Allport (1969) said that value is a belief upon which a man acts by preference. In the broader view, anything good or bad is a value or a value is anything of interest to a human subject (Perry, 1954, p. 6). Raths et. al. (1966, p. 8) defines values as "Persons have experiences, which work as general guides to behaviour. These guides tend to give direction to life and may be called values."

Rokeach (1973, p. 10) defines values as "an enduring belief, a specific mode of conduct, or end state of existence." It is the concept of desirable, which influences the choice of available means and ends. Therefore the range of values of man is indeed wide from mundane and petty desires to lofty ideals. This perception of values depends on paradigms and prejudices of an individual. Values in the ethical sense represent an individual's response to, and perception of any thought and action. Values can also be classified as theoretical, economic, social, political, cultural, religious, moral, spiritual, aesthetic etc.

In Indian philosophy, there is no equivalent term for values but if we combine pleasure (Preya) and happiness (Sreya), we can reach some approximation. The real equivalent would be Purusarth, which is a richer concept having

fourfold dimensions: Duties (Dharma), wealth (Artha), lust (Kama) and liberation (Moksha). Our aim of life depends upon our values of life. The highest aim or the supreme value of our life is the quest for liberation or emancipation. "Atmano Mokshartham, Jagat hitaya cha" means we need complete self-purification and good of the world (Singh, R. 2004, p. 34).

Some of the values are culture-specific, and others eternal. In the global world, the global values like democracy have come into existence. The Ramamurti Committee (1990) enumerated some of these values in the following manner : "Democracy, secularism, socialism, scientific temper, equality of sexes, honesty, integrity, courage and justice(fairness), fraternity, respect for all life forms, different cultures and languages, dignity of labour etc. constitute the mosaic of values which is vital to the unity and integrity of the country. The content and process of education should be all pervasively informed by these values."

The National Curriculum Framework (2005, p. 7) stresses the qualities like regularity and punctuality, cleanliness, self-control, industriousness, sense of duty, desire to serve, responsibility, enterprise, creativity, sensitivity to gender equality, fraternity, democratic attitude and sense of obligation to the environmental protection in the citizens. However, some of the values that should be reflected in a content methodology adopted are: truth, freedom, originality, order, communication, integrity, open-mindedness, curiosity, learning and instructional strategies can be attuned to suit students at university level.

Values have three anchor bases: first, the head-we perceive and see reason why something is valuable and intellectually we prize it high. Another anchor base is the

heart- the language of the heart also tells us that something is worthwhile-we feel it as such. When mind and heart are involved, the whole person is involved, leading to the third anchor base- the Hand- in the other words, values lead to decisions and actions (Singh, 2004, p. 12).

The search for values is an essential cultural quest of mankind. It is the quest into the nature of that goodness which gives dignity and nobility to human existence. Values bring quality and meaning to life. Values give a person his identity and character. Values act as guidelines—they tell him what he should and should not do. Values dictate human behaviour-it is dynamic term involving ideal modes of conduct, that shape one's vision of life. Ethical values include one's capacity to be one's own self, to harmonizes the contradictions within and to be of service to other. Values are a compulsory factor for the development of one's personality, because our each and every function is related to the values. Values are related to a person's behaviour, functions, ideal activities, and needs; and physical, mental, spiritual and moral attitudes of his character. The values which are adopted in life, becomes the ideals of life, and the decisions are affected by the value of a persons. Human values are attached with a code of conduct through which the lifestyle and personality of a person has been affected. The culture and traditions are the original source of human values. Moral value is originally defined as having the high place of morality in life, believing in the worth of individual, and giving the importance to human virtues; duty, honesty, characters, courage and justice. Moral values are the foundations of highest peaks of civilization, and since they emancipate humanity from narrow grooves of thought, they deserve to be understood in reference to their clarity and meaningfulness.

Concept of Value Education

There is a close relationship between values and education. Values are in fact should be a compulsory part of education. Today, in our education system, value-education should be compulsory at all levels. Swami Vivekananda has said that "our education should be value oriented which is useful for not only the building of character and development of personality but also for the best use of our youth's potentialities." Value education includes developing the appropriate sensibilities - moral, aesthetic, cultural, spiritual and the ability to make proper value judgment and internalize them in one's life. It is an education for 'becoming' and involves the total personality of the individual. Value education is essentially 'Man Making' and 'Character Building'.

Value education must necessarily aim at developing awareness about values, provide opportunities or

experiences through which children of formative years evolve their own value performances which would later go to building their value structure, and develop an understanding and appreciation for values. Value education in this sense, is an attempt to ensure that students do not miss out on discerning those values that are compatible with social goals within the political, economic and cultural context they live in. It is an effort towards manipulating individual experiences in some pre-designed, purposive ways through which such discernment would become possible.

The National Policy on Education (NPE), 1986 envisages a national system of education based on a National Curricular Framework containing a common core along with other components that are flexible. As per Para 3.4 of the NPE, the common core includes the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, etiquette, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm, and inculcation of the scientific temper. As said by Rajput, J.S. towards good citizenship, "Values can not be forced, even if conveyed with good intentions. No real integration or internalization of a value can be achieved unless the learner agrees with it. Communication is the key in this. This is one tradition we lack in India, but it can be developed with the cooperation of all."

Need of Value Education

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. All actions that involve education are governed by values, and if they are not, the result is before all of us. Daily news papers reveal alarming rise in the crime rate amongst the educated youth proving that academic qualifications and ethics are not necessarily found together.

Science and technology has produced a variety of materialistic things but it is incapable of producing human beings who have sympathy, tolerance, humanity, respect for truth and value etc. Rather they give rise to aversion, cut throat competition, dehumanization, hatred and war etc. It is a fact that without science, we cannot imagine life. Miraculous effect of science can be observed in every sphere of life. Science has a great importance for us but

many a time it goes beyond the expected value system of the society. Science does not teach us values and ideals. Man lives by values and ideals because his every action and decision in life is governed by his value system according to Aristotle.

One of the causes of erosion in values is the commercialization of education which has turned centers of learning into sources of income. Overemphasis on cognitive development function of education because ethical values are unspelt, also relegates them to a very insignificant place. Rigid and authoritarian control, the inertia of the teaching community and the students, corrupt politicians, and indifferent bureaucrats hinder the growth of a congenial ethical climate. At times educational institutions have no clear perception of their goals and values, and therefore no commanding vision, no defined priorities to sensitize students to human predicaments. It is only by transcending individualistic concerns that a communitarian outlook can be fostered. Today, students are self-centered, grasp at fleeting promise of pleasure, psychologically conflicted and therefore dysfunctional. All kinds of ethical values whether related to self like self-esteem, self-respect, self-actualization, or interpersonal like tolerance, forgiveness, concern, or social like patriotism, equality and co-operation, are conspicuously lacking even in the so-called highly educated young generation. The fire of competition has defeated co-operation just as material gains have replaced misanthropy, as insensitivity stamps minds instead of compassion (Pathak, 2006, p. 10).

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 violent activities, behavioral disorder and lack of unity in society. Value education is all the more necessary to enable one to opt for the right and proper decision from several alternatives. Such alternatives are usually varied in view of the increasing complexities of life. Value Education will help the student in understanding oneself, management of self, decision making and personality development.

Value erosion in the contemporary society is causing great concern to all those concerned with education. Right from India's independence various commission and committees

such as the University Education Commission (1948), Sri Prakash Committee (1959-60). The Indian Education Commission (1964-66), National Policy of Education (1986), Report of the Core Group on Value Orientation of Education (1992), and Report of Parliamentary Standing Committee on Value Education (1999) have underscored the need for Value orientation of education to inculcate Universal Human Values of truth, peace, love, cooperation and those emanating from our constitution such as patriotism and democratic decision making etc.

The essence of education is that the information must lead to knowledge and knowledge must lead to wisdom. The S. B. Chavan Committee Report presented to the Rajya Sabha on Feb. 26, 1999 states :

"Values are principles which directs our action and activities. They are in-built in our society common to not only all the communities but also to all religions at all times. These values, if deteriorated will hasten or accelerate the breakdown of family, society and nation as a whole. India is has an old tradition of values interwoven in the national fabric. Although there has been advancement in science and technology, there has been general erosion of values, which is reflected in day-to-day life of larger section of present society. Our young generation under the growing influence of negative aspects of western culture is stranded on the crossroads, not able to decide which way to take" (Aruna Roy & Others vs Union of India, Supreme Court, Writ Petition No. 98 of 2002, dated 12/09/2002).

India's destiny as a nation depended on the value system that the youth imbibed. The country need value enriched citizens. Radhakrishnan simply puts it that we cannot build rightly with the wrong materials. It was imperative; therefore, that young men and women should be trained in the right ideals and values. Through all the diversities of race, religion, language and geography, India's future as an entity lay in asserting these unifying ideas and values. The crisis of the present times was directly traceable to an imbalance caused by the disproportionate sense of triumph at the successes of science without an accompanying growth in moral character. Radhakrishnan pointed out, "We suffer today not so much from the split of atom as from the split of mind". Lack of humility, reverence for the ideals, grace of mind and charity of heart characterizing our troubled times could only be set right by a well-balanced education promoting cherished ideals and values (Nanda, 2003, p. 18).

If any change in an individual is expected, attitudes and values are important. It is the attitudes and values of individuals to themselves to their fellows and to their surroundings, which determines the decision they take and the activities they perform. Value oriented education can transform the attitude, approach and character of an

individual. Pt. Madan Mohan Malviya had said, "To revitalize India as a nation, it is necessary to feed her youth with old spiritual and moral values and religion must be made a part of education based on Indian ideals". Realizing its importance Indian Education Commission (1964-66) has aptly remarked, "while a combination of ignorance with goodness may be futile, that of knowledge with a lack of essential values may be dangerous". Therefore it has stressed that a balance must be struck between knowledge and skills which science and technology bring with values and insights associated with ethics and religion.

National Policy on education (1986) has laid considerable emphasis on value education by highlighting the need to make education a purposeful and powerful tool for cultivation of social and moral values. An interlinking of education and culture has also been emphasized in the P.O.A. for implementation of NPE. An educational system interlinked with our cultural heritage on one hand and economic and scientific development on the other is only viable medium to take successfully ahead in this century. Value education has a particular role to play in all educational schemes and strategies, instructional programmes and practices. In other words, education in India must be inspired by Indian culture, civilization, ethics, morals, norms, values, and not based on foreign model, whose only objective is to raise the standards of livings (Sharma, 2006, p. 10).

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 with respect to 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.

Value development is an amalgamation of several forces. It is a multidimensional, comprehensive process where by individuals learn to consciously choose, think logically and adopt the norms of values governing the conduct and behavior (Koshi, 2007, p. 11).

NCERT's Network for Value Education

NCERT being an autonomous organization working in the field of School Education under the Ministry of Human Resource Development, has been identified as National Resource Centre for Value Education. This department is to be the nodal centre, establishing and coordinating with the institutions that are currently carrying out work on education in human values. The idea of establishing

network among the Institutions/Organizations working in the area of value education has been conceptualized to make available resource materials in this nodal centre. Since there are a number of Organizations which are working in the area of value education and have accumulated knowledge and experience in the field, to capitalize on their knowledge and expertise for inculcation and promotion of values, and its broader dissemination this network has been proposed. The specific objectives of this network are:

- identifying Organizations/Institutions working in the area of Education in the Human Values in order to develop a directory of all such Organizations/ Institutions.
- developing a database, containing information on location ,goals, programmes/activities/resources of these Organizations/Institutions and continually update it.
- developing capacity at state level for research ,training and development of material in the area of Education in Human Values.
- providing platform to all those Organizations/ Institutions to exchange information and develop strategies for action, and
- working out strategies for achieving goal of education in respect of inculcation of human values and to strengthen the NCERT's role as a nodal agency to promote Education in Human Values.

Since independence we are continuously trying to provide value education to the coming generations but the outcome is not satisfactory. Various commission and committees from time to time has been recommended different approaches and strategies for value inculcation in the younger generation but at the implementation stage the policy formulations have not been transformed into pragmatic strategies (Singh, V. P. 2004, p. 12).

Suggestions for Value Orientation of Education in General and Teacher Education in Particular

The following are some important suggestions for value orientation of education in general and teacher education in particular.

- Value education should be given at all the levels i.e. Primary, Secondary, and Tertiary/Higher Education. At higher education level the seminars, conferences, workshops etc. on ideas and problems related to values serve the twin purpose of maximizing one's potential and also illumination the mind through the experience of many. Ethical values can be intruded by informal dialogue, group discussions, socio-drama, guest speeches, cartoons, field trips and dramatization of parables, to make the approach diversified and

interesting. Physical education and games inculcate values of obedience, fellowship, tolerance and punctuality, although incidentally. NCC, NSS, mountaineering, trekking may instill self-discipline, bravery, integrity, sacrifice and respect for labour. Sharing of experiences and perceptions in morning assemblies of school and colleges, which may end with one inspiring thought for the day, can prove efficacious strategies in fostering ideals and values. Values can be cultivated by examples from lives of religious and spiritual leaders, along with extracts from scriptures of the world that are of a universalistic nature. The detached atmosphere of an academic institution can be used to study the deepest ideologies with an open mind (Pahtak, 2006, p. 11). Indeed, lessons in values and ideals may not be effectively preached from the platform, but they need to be practiced by every member who plays role in the educational system because values can not be taught but they can only be caught.

- Value Education could and should take place all the time at schools/colleges and the following approaches can help to focus on it (Krishna, 2009, p. 3).

- (i) **Independent approach** – teaching core values
- (ii) **Integrated approach** – teaching values with the curricular subjects
- (iii) **Subtle approach** – Being a good role model and teaching with love

- To my mind, values can be taught independently as a course but it will not be much effective and practical. Therefore, it should be interwoven while a course is being taught i.e. *integrated approach*. This means that each and every teacher who teaches a course must incorporate values in each of the topic. Integration is possible in both curricular and co-curricular courses. In this integrated approach, the student will neither forget the course nor the value. For example, while teaching about pendulum and motion, it can be correlated to mind, desires and contentment. In chemistry, cause and effect value can be taught while teaching balancing of reactions. Teaching of science should get humanized, e.g. in the lessons of human physiology/biology, heart and brain should be studied not simply as pumping stations and memory control towers but as seats of love, feelings, emotions, conscience—the qualities that mankind is characterised by. Integration of elements of value education should be done into the following areas:

- (i) Textbooks/textual material,
- (ii) Non-textual educational materials such as audio-visual materials, posters, charts, stories, picture books, etc.

(iii) Extra-curricular activities,
 (iv) In-service and pre-service training programmes of teachers at all levels.

- Education should aim at integrated development in the students-physical, mental, moral and spiritual, besides imparting knowledge in various disciplines. It should strive to make him/her ideal citizens capable of shouldering responsibilities of national reconstruction. The dogma-free religious education for promoting ethics and values in our students would go a long way in building the character of our youth and helping them engage in various tasks of emotional reconstruction (Sharma, 2006, p. 11). This Integrated Approach involving class-room teaching, assembly programme, co-curricular activities, competitions, celebrations and functions helps the learners to imbibe moral values and walk along the virtuous path without any blemish. The teacher of all subjects may adopt this approach in inculcating moral values in them. All approaches are to be made use of while teaching in the class and chalking out any programme/activity for the students.
- Integration of value components would require motivation on the behalf of teachers to consciously weave in such components and give them a value focus. Relating subject matter to personal concerns is likely to increase students' attentiveness and interests. If teachers have themselves undergone such an experience during their teacher training and have benefited from it, they would bring in such elements in their teaching in a natural manner (Gupta, 2004, p. 156). Teachers' orientation, therefore, becomes an essential pre-requisite for adopting such an approach which can be done through value orientation of pre-service/in-service programmes for teachers. In the Deol's Report, *Education for the 21st Century - Learning the Treasure Within*, emphasis has been laid on reorientation of pre-service and in-service teacher education for enabling teachers in acquiring intellectual and emotional qualities that a nation wants to be developed by them in their pupils. Therefore, teachers will have to provide learning experiences for holistic development of mind, body intellect and emotions. So the challenge of teacher education will be to prepare such teachers as can take care of the holistic education of children. This would require value oriented teacher education (Maheswari, 2001, p. 1).
- In Subtle Approach or informal approach of value education the personality and values of the teacher counts, for everybody carries about with him a philosophy of life, whether or not he has defined it to himself in the words of Aristotle. The teacher is the

pivot around which student's' personalities and values develop. The teacher teaches consciously but he/she unconsciously imbibes his/her qualities and values into the personality of the child. In a study it was found that informal approaches- primarily being a role model and providing example for their pupils, along with praising the child were most important strategies for fostering values in children (Sharma & Mohite, 2004, p.140).

- The National Policy on Education (1986) highlights the status of the teacher reflects the socio-cultural ethos of a society: it is said that no one can rise above the level of one's teacher. Unfortunately teaching profession is still not able to attract the promising young men and women, who can inspire the younger generation and instill in them desirable attitudes and values. Also, inadequacies in the Teacher Training Programme do not equip teachers adequately for this role. Teacher education should be overhauled through DIETS, SCERT, NCERT and the NCTE to provide necessary resources, guidance regarding curricula and methods. On the other hand, students today are better informed and knowledgeable, as the sources of information have immensely expanded, but emphasis is on acquiring techniques not values. The teacher is required to channelize the potential energies of students into constructive and realistic programmes of action (Kaur & Saini, 2006, p. 3). The entire programme of teacher education needs to be given value orientation.
- Use appropriate methods and techniques of teaching i.e. lecture method, problem-solving, field-trip, discussion, role-playing, story telling, silent-sitting, gold-fish bowl method etc. for value inculcation among students. For example, stories of great persons and values they cherished always have a salutary effect on the minds of young students. While commenting on great persons, the important thing is to bear in mind is to impress upon students the qualities of head and heart that made them as great as they were. It was not only intellect or intelligence but also other virtues and qualities pursued with three Ps i.e. patience, perseverance and practice that made them great.
- Study the course content to find what it contains that is, applicable to other subjects and outside the academic life too. Instructional materials should be selected in such a way that it may be best suited for the job of making relationship apparent (Pathania & Pathania, 2006, p.9). For example, while teaching Romantic poetry, the teacher can create awareness about values relating to conservation of environment like love for nature, bio-diversity, compassion for all animate and inanimate things, and prevention of

excessive use of natural resources, etc.

- Students/student teachers should be taken to historical and cultural sites. Collective celebrations of festivals of different religions must be organized. Extension programmes of peace, national integration, cultural values etc. need to be encouraged as part of co-curricular activities. Students should be encouraged to participate in work experience to understand dignity of labour, meditation, yoga, group prayers, morning assembly etc. Activities like the above give the students an opportunity to be disciplined, to develop their personality and their capability to function. Equal attention should be given to activities like story writing and dialogue writing on the theme of human values. One project and one assignment should be made compulsory for B. Ed., M. Ed. & M. Phil. Students. (Chaturvedi & Mishra, 2009, p. 60). There should be one additional step in 'lesson plan' to reflect values related to that topic. NSS should also be introduced at B. Ed. and M. Ed. levels.
- Rendezvous with eminent personalities shall be fruitful. The students at school and colleges are highly thrilled and influenced by much instances. Such instances can instill some values in them unconsciously. The students must be trained to listen their conscience. The modern society has a bend to silence the conscience whenever it evolved. Through the multifaceted programmes scheduled in the campus, the escapist students must be trained to face problems while holding up values. They should be given exercises that pose problems whereby the teachers have a supportive role to encourage them and make them strong enough to face problems(Koshi, 2007, p.12).
- Teacher educators, teachers, parents, and community members need to provide students with a positive environment and attitude, help them enjoy being in school, help them acquire skills to improve academic learning, and stress the connection between coursework and their life experiences. These experiences motivate the students to want to learn more, affect their character and values one stands in life. Students should be made aware about the problems of future specially those related to food, energy, water, pollution, environment, population, health, sustainable development etc. which are basically related to our value system.
- The student/student teacher should be encouraged to surface the good or positive values in her/his life, thus making them feel good, rather than sermonize on negative effects, it is wiser to coax the student to continually discover what is good in and around his

life. The second step is affirming the positive values (Singh, 2004, p. 11). Once a student is convinced about the goodness of a value, he/she should be able to speak about it to others and defend his/her conviction. This step should include various groups of values, such as personal, social, health, family, environmental, political, cultural, spiritual etc. Students, who are able to publicly affirm certain values, should be greeted and enthused by the elders/teachers. The next step is choosing the student first starts to choose from two and then some more alternatives and every time understand why he/she has made a particular choice. A combination of affirming and choosing, done repeatedly, is an important activity in the process of value education. The student then learns to choose freely and confidently. In terms of NPE (1986) that in our culturally plural society the values that to be fostered through education should have universal appeal, and should be oriented towards the unity and integration of people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, value education has a profound positive content based on our heritage national and universal goals and perceptions. We should reaffirm our faith in the value orientation of education. The curriculum should be revamped to integrate the values. Adequate reading materials must be prepared and students should be encouraged to read along with values inculcated through curriculum of different subjects.

- The 'National Curriculum Framework' lays emphasis on 'Education in Human Values'. For this purpose it suggests the integration of value education, study about religions in school curricula in order to inculcate high standards on 'Intelligence Quotient' (IQ), 'Emotional Quotient' (EQ) and 'Spiritual Quotient' (SQ) on one side and the development of information and communication technology skills among the students by reengineering our 'Teacher Education'. Teacher education institutions need to improve their pedagogy to train teachers not only in teaching and intellectual skills, but also civilized their emotions, awakening moral sense, humanistic, ethical and spiritual values to encourage peace, justice, freedom, equality and eternity among the students. Thus, the teacher education classroom can become environments for nurturing the minds and souls of prospective teachers (Mohanty, 2003, p. 7)
- Parents, teachers, peers, family and society influence the student and his behaviour. Isn't imparting values the responsibility of parents? Yes, it is. But teachers

and schools play a BIG role too. Parents and teachers must regulate their minds and become a role model. Students spend more time in the campus. Campus forms the bridge between home and the society. It is in schools and later in the colleges that students learn how to behave in the society. It is in schools & colleges that a good value system can be nurtured. In the National Policy on Education (NPE) and the Programme of Action (1992) emphasis was given to value oriented education, and 10 core elements were made an integral part of the school curriculum. But their transaction has continued to remain indifferent.

- Jurisprudential Inquiry Model of teaching is an effective approach for value inculcation among younger generation as compare to the traditional method of values teaching (Singh, V. P. 2004, p. 15). Donal Oliver and James P. Shaver, who created this method, meant Jury process of resolving complex controversial issues within the context of productive social order. This method involves conception of values and productive dialogue as well as curriculum and pedagogical consideration. During the process of dialogue, students take a position and the teacher challenges the position with questions. The teacher's questions are designed to push students' thinking about their stance and to help them learn. The teacher orients the class to the case and students usually become emotionally involved in the analysis, making the discussion intense and personal. With more practice, it is hoped that their positions will become more complex and well formulated. One notable advantage of this method is that open climate for discussion is there which is a major feature of child centered approach in the classroom. Another advantage is that the teacher is very powerful person who initiates the questions or inquiry during the process. This is the reason that the method can be easily linked with the climate of college as the teacher plays a dominant role.
- The aim of value education should be to enable the students to be truly Indian, really modern and deeply human. (Singh, 2004, p. 40). These are three essential and fundamental values, like the three sides of an equilateral triangle, each side providing necessary support to the other two sides, which in turn supported by them. The base is provided the most important human dimension, on which is added the Indian, leading on to the modern dimension. The human dimension provides a criterion of reference of authenticity to the other two. The Indian dimension comprises the appreciation of one's culture, customs, language and traditions moving on to regional,

national and international level. The modern dimension must foster a scientific attitude, temper and spirit and strengthen the development of appropriate attitudes. The human base brings a depth dimension to values, focusing on the beyond the self dimension and the nurture and the growth of values.

- Our educational system should aim not merely at an information based knowledge, which is presently being done, but also on the inculcation of values that guides the students, in the desirable use of knowledge and skills, thus moulding them into ideal/positive human beings and useful members of the society. Today, our youth have motto 'to achieve too much in too little time' resulting into a lot of impatience and chaos. The aim of education should be to put everything in its proper place in the mind of the youth so that they are able to remain in equilibrium with the rest of the world.
- Since India is a land of multi-religion, multi-cultural, multi-ethnic and multi-lingual societies, she represents an illustrious model of pluralism. Therefore, pluralistic values such as solidarity of humankind, appreciation of cultural values of others, dignity of individual, dignity of labour, respect for others, respect for other views secularism, socialism, democracy, equality, justice, reverence for old people, self-control/self-restraint, sense of social responsibility, respect for all religion, spirit of inquiry, respect and belief in national ethos, co-existence, tolerance, sympathy etc. should be fostered in the younger generation through value education.
- Last but not least suggestion is the identification and teaching of values needs to include clarity of goals and objectives and their congruence with the vision and mission of the institutions of learning. Value orientation to society is no less than any revolution which brings about enormous changes and which can not be achieved overnight. In this context it is worth to remember one of Mahatma Gandhi's observations on achieving Swaraj where he explained, "It will not drop from heaven all of sudden one fine morning. But it has to be built brick by brick by corporate self-effort" (Mukhopadhyay, 2005, p. 10). Value orientation needs to be supported by reality orientation. The reality behind values empowers values. Therefore, values without the root in reality are meaningless. In this context one of the sayings of Swami Vivekananda worth to mention:

'We hear "Be good" and "Be good" and "Be good", taught all over the world.....but nobody tells the child how he can help doing them. Talking will not help him..... only when we teach him to control his mind do we really help

him'.

Concluding Remarks

Swami Vivekananda said: "Man is a combination of animality, humanity and divinity". To awaken the human and divine qualities, man needs education of values. Human value is an academic behaviour through which progress of individual, society, nation and international understanding are created. Education aims at all round development of human beings, therefore cognitive, affective, and psychomotor domains are taken to task at learning levels for individual progress. By exchange of subject information, development in cognitive domain is easily possible. Application of skills, is psychomotor domain and is related to fixing of human values and its preservation. Until an emotional feeling does not exits, an individual cannot achieve wisdom. This important part is neglected through curriculum. Thus inculcation of value education is for emotional development. It is through this that we establish men of character, responsible citizens and sensitive personality of individuals. An individual so described discharges the responsibility of both rights and duties. It is in this sense that value education becomes indispensable for all round human development.

The crisis of values has earned the attention of thinkers and educationists all over the world. Every individual and every society has lived by values. There was a balance between the style and the stress of life and the value system in operation in ancient time. But the present patterns of living, thinking and behaviour has been changing so abruptly and radically, that there is now urgency of value education in our educational system. Value education is the need of the hour and of humanity as well. Value based education is inevitable in the present scenario. With proper approach and strategies, and wholeheartedly effort the dream of value education may be realised. To prepare future citizens of multidimensional capabilities, rather than a one-dimensional personality and also to provide wisdom with knowledge, the importance of values is re-established. This is also true for the role of education for spreading value system in the society. (Sivaswaroop, 2005, p. 15). Our educational system can transform our society with this holistic view and put this into practise to make life meaningful, harmonious and peaceful. Teachers, who are torchbearer since ages, have to play an efficient and effective role in value orientation to the younger generation. And, let us join, with the dream and prayer with Gurudev R. N. Tagore :

"Where the mind is without fear and the head is held high; where knowledge is free; where the world has not broken up into the fragments by narrow domestic walls; Where words come out from the depth of truth.....into that heaven of freedom, my Father, let my country awake".

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