

### **VALUE OF VALUE BASED EDUCATION!**

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**Abstrak-** The paper in question aims to study the meaning of the oft quoted and over exploited term ‘Value-based Education’. The other aim of this appear is to understand how value -based education can bring a dramatic transformation in the life of an individual and how at the same time it can introduce constructive changes in society. To seek answers to these questions, the paper studies the ancient system of education besides making an honest assessment of the modern system of education. The paper concludes that no ‘Education System’ on this planet can succeed in its mission if it delivers lessons sans ethics and values.

**Kata kunci:** *Ethics, Value-based education, Research.*

## Introduction

Education plays a crucial and transformative role in the life of an individual, influencing virtually every aspect of their existence. It acts as a beacon of enlightenment, breaking through the ignorance and obscurity that can envelop communities, villages, cities, societies, or entire nations. In essence, education serves to clear away the intellectual and social cobwebs that contribute to the stagnation and underdevelopment of individuals and societies alike.

Historically, the discourse surrounding education has often centered on the type of learning that should be imparted to individuals to ensure they emerge as leaders and positive influencers within their communities. This inquiry has been a central concern for philosophers, educators, and thought leaders throughout the ages. The consensus among these scholars is that education transcends mere academic instruction; it must be rooted in a framework of values and ethics.

Value-based education is increasingly recognized as essential for fostering holistic development. This approach integrates moral and ethical principles into the learning process, thus preparing individuals not only to excel in their professional and intellectual pursuits but also to contribute meaningfully to society. Such an education nurtures an individual's character, instilling qualities such as integrity, empathy, and social responsibility.

The integration of values into education is not merely an idealistic notion but a practical necessity. It equips individuals with the tools to navigate complex social and ethical dilemmas, fostering a sense of accountability and purpose. Moreover, value-based education helps to bridge the gap between academic knowledge and real-world application, ensuring that students are well-prepared to address the challenges and opportunities they will encounter in their personal and professional lives.

In summary, education is far more than the acquisition of facts and skills; it is a transformative process that shapes individuals and, by extension, societies. The emphasis on value-based education underscores the

importance of developing well-rounded individuals who are not only knowledgeable but also principled and empathetic. Such an educational paradigm is essential for fostering a more enlightened, just, and progressive society.

## Research Methods

This paper utilizes a cross-sectional study design as its primary methodological approach, wherein data is collected at a specific point in time to provide a comprehensive snapshot of the variables and relationships within the research domain. By leveraging data from a variety of sources, including surveys, interviews, existing datasets, and observational records, the study aims to deliver a detailed analysis of the central theme. The cross-sectional design allows for the simultaneous examination of multiple factors and their interconnections, offering insights into current trends and conditions.

The integration of diverse data sources enhances the study's robustness and depth of analysis, although it does not facilitate the determination of causal relationships due to its temporal limitations. The focus on capturing a broad spectrum of information at one moment provides a valuable overview of the subject matter, contributing to a nuanced understanding of the research topic. This approach ensures a thorough exploration of the factors at play, enriching the overall findings and insights of the paper.

## Result and Discussion

Education, when devoid of values, fundamentally fails to fulfill its true purpose. Without the incorporation of moral, ethical, and professional values, education becomes a mere exercise in rote learning and mechanical processes, devoid of its transformative potential. Values are the essential elements that breathe life into the educational experience, making it meaningful and impactful. Education stripped of values is akin to a machine operating without purpose, yielding results that are superficial and ultimately ineffective in nurturing well-rounded individuals. The concept of education, rich in its diversity of ideas and

approaches, necessitates the inclusion of values to ensure that it serves its intended role in shaping character and fostering personal growth.

The word "education" itself contains all five vowels, which contribute to the musicality and richness of the English language. This analogy highlights the importance of values in education—just as vowels enhance the fluidity and expressiveness of language, values amplify the significance and effectiveness of educational endeavors. A curriculum that is infused with moral, ethical, and professional values is not merely an academic exercise but a profound engagement with the broader aspects of human development. Such an approach ensures that education transcends the acquisition of knowledge alone and extends into the realm of character building, ethical reasoning, and professional integrity. Values-based education provides the depth and resonance needed to elevate individuals beyond mere academic success, preparing them to navigate the complexities of life with a well-rounded perspective.

Historically, the ancient education systems of India placed a significant emphasis on the integration of values into the learning process. Gurus and Gurukuls (traditional schools) were dedicated to imparting not only academic knowledge but also essential moral and ethical principles. This holistic approach aimed to cultivate individuals who were not only knowledgeable but also virtuous and principled. The ancient educational frameworks recognized that true education involves shaping the character and values of students, thereby preparing them to contribute positively to society. By embedding values deeply into the educational process, these systems ensured that students developed a strong moral foundation, which was integral to their overall growth and development. This historical precedent underscores the enduring importance of values in education and reinforces the necessity of integrating moral and ethical considerations into modern educational practices.

The Gurus and the Gurukuls (ancient schools) made all out efforts to inculcate good values in their students. Lord Ram was schooled in good values by his

teachers. Therefore, he happily accepted his fate when he was exiled for fourteen years. He endured privations in the forest. He did not do anything that violates 'marayda'. The credit for this extraordinary behaviour of Lord Ram goes to the robust value system that he had internalised. During his battle with the demon king Ravana, he religiously sticks to the rules/ethics of war and seldom break them. Yudishthira, the eldest of all the Pandavas, seldom violates the ethics of war during Mahabharata. The credit for such grand behaviour of these two personalities goes to the value based education that was imparted to them by their Gurus. Who can forget Ekalavya? He applies himself to archery by worshiping the idol of Dronacharya, the archery expert and teacher of Arjun. When Dronacharya asked for Guru Dakshana (fee in the present day popular lingo), he did not hesitate for a minute and chopped off his thumb to be offered as fee. Such were the ethics of the students of the ancient India.

Value - based education has always been an article of faith with the traditional educational set up. Gurukuls would put a great emphasis on it. It was strongly believed that only value- based education could bring out the holistic development of a child. And it was a perfectly true statement. In the modern times, this statement or way of thinking still holds water. Rather it is more significant in the modern time, which is marred by indiscipline, insensitivity, inhumanity etc.

To understand what value-based education entails, it is essential to delve into its comprehensive scope and implications. Value-based education encompasses a wide array of concepts and practices aimed at fostering holistic development in students. This approach goes beyond traditional academic instruction by integrating character building, personality development, and emotional stability into the educational process. Character building focuses on instilling moral virtues and ethical principles that guide behavior and decision-making. Personality development involves nurturing individual traits such as confidence, resilience, and interpersonal skills, which contribute to personal and professional success. Emotional stability is another critical aspect, as it helps students manage their

emotions effectively, leading to improved mental health and well-being. Collectively, these elements form the core of value-based education, aiming to produce individuals who are not only academically proficient but also well-rounded and emotionally balanced.

Values, at their essence, are personal measures of worth that shape how individuals perceive and interact with the world. They are deeply influenced by our beliefs, ideas, and principles, which collectively determine what we consider important and worthwhile. Values serve as a compass, guiding our decisions and actions in various aspects of life. They help us prioritize what is significant, aligning our behaviors with our moral and ethical standards. In this context, value-based education seeks to cultivate these guiding principles within students, ensuring that they develop a clear understanding of what constitutes ethical behavior and societal responsibility. By embedding values into the educational framework, schools aim to foster a sense of purpose and direction among students, equipping them with the tools needed to navigate complex social and ethical challenges.

Moreover, values are not just individual preferences but are also reflective of broader societal norms and ideals. According to Kane (1962), values are ideals, beliefs, or norms that are held by a society or a significant majority of its members. These collective values influence cultural and social practices, shaping the expectations and standards within a community. Value-based education, therefore, plays a crucial role in aligning individual behavior with societal norms, promoting harmony and shared understanding. By teaching students to recognize and embrace these societal values, education helps bridge the gap between personal ethics and communal expectations, contributing to a more cohesive and ethically sound society. This alignment is essential for fostering mutual respect and cooperation among individuals, ensuring that educational outcomes extend beyond personal achievement to encompass broader social contributions.

Social scientists and psychologists generally classify values into two broad categories: material values and moral or human values. Material values encompass

tangible assets and resources such as property, money, land, and other forms of wealth. These values pertain to the physical and economic aspects of life and are often associated with personal success and social status. On the other hand, moral or human values encompass intangible principles and ideals such as freedom, love, compassion, and liberty. These values are foundational to the ethical and emotional development of individuals and are crucial in shaping their character and conduct.

Moral or human values serve as the core upon which an individual's life is constructed, forming the essential base of their character and decision-making framework. In contrast, material values can be viewed as the superstructure, which, while important, is built upon the foundation laid by moral values. Swami Vivekananda, a prominent advocate of value-based education, emphasized this distinction by asserting that "excess of knowledge and power without holiness makes human beings devil." This statement underscores the notion that intellectual and material achievements, devoid of moral integrity, can lead to negative outcomes.

Therefore, the ancient educational systems that prioritized value-based learning were designed to cultivate a well-rounded individual whose moral and ethical foundation was solidly established. Such an approach was believed to have the transformative potential to elevate individuals from a state of mere existence to one of true humanity, capable of ethical reasoning and compassionate action. By integrating moral and human values into education, these systems aimed to ensure that students not only acquired knowledge but also developed the virtues necessary for leading a responsible and meaningful life.

The Indian education system has put a great emphasis on imparting moral education. Moral Education was given in the pre-independent India. Religion was the basis of such kind of education. Students were trained in the basic tenets of their religion with an aim to inculcating core values in them. Post Independent things underwent a dramatic change. Religious teaching was stopped in ashrams or education institutions. The inclusion of the word Secular added to the confusion of the educationists. It forced many educational institutions to stop

imparting education based on the principles of their respective religions to students for the simple fear of their grant being slashed or quashed if they go against the provisions of the constitution. Dr Rajinder Prashad and Dr Radhakrishnan also spoke against the confusion created by the inclusion of the word Secular in the constitution. The result of lack of religion, moral and spiritual education has been highlighted by various committees constituted by the government from time to time. Many scholars and great leaders also expressed their concern over the issue." The neglect of moral, and religious education is to defile the whole human race". Mahatma Gandhi compared a man without religion (here moral education) to a boat with oars. He was also of the view that any attempt to throw religion out of society shall be frustrating and akin to birth of a child to a sterile woman. The views of scholars are a testimony to the fact that they were in favour of imparting Value-based education to the students. And, they would wish to draw inspiration from religion because they felt that religion was a reservoir of moral/human values.

In the pre- independence era, schools and colleges started giving instructions to the students from the religious texts. Various education institutions were opened with the sole aim of imparting religious or moral education to the students. Thus, various schools and colleges were named after the great saints, seers or religious leaders. But the whole structure changed in the post-independent India. With the adoption of the constitution and India becoming a democratic state, the focus shifted from moral values to democratic values. Democratic values ,though, included moral or human values, their contours underwent a drastic change, the moral values to moral values to back burner or changing their definition and structure.

Mahatma Gandhi, the Father of nation, also advocated a system of education wherein values should be instilled into the supple minds of the students. Percy Nunn maintains that " educational aims are correlative to life". Gandhi's educational ideas constitute the philosophy of life. He was of the view that such education should be provided to the child that draws the best out of his body, mind and soul. He is of the view

that" man is neither mere, nor the heart or soul alone. Therefore, a proper and harmonious combination of all the three is required for making the whole man and constitute the true economics of education". Therefore, Gandhi put a great emphasis on the three H's ( Hand, Head and Heart) rather than on the three R's ( Reading, (W)riting and Arithmetic).The views of Gandhi clearly reveals his educational philosophy. He was all round development of the child. And, his emphasis was on Value-based education, which according to him, is a combination of heart and head. It was a practical philosophy. A mix of intellect and heart can make a person a good human being. He further links it to ahimsa ( non-violence) and truth.

Gandhi gave top most priority to the teachers as he was of the view that only teachers could inculcate noble values in their students. Hence, the role of a teacher is very critical for imparting virtues among students. An episode from his life could be worthy mentioning here to understand Gandhi's views on the critical role of teachers in bringing out a positive transformation in the lives of his students. Once he beat up a student. This unnerved himself. He realised his mistake as he was against corporal punishment. But he violated his own philosophy. He did penance to rectify his mistake. The crux of the whole episode is that a teacher has to imbibe the value first that s/he wishes to inculcate in the lives of his/her students. It is clear from the episode that the role of a teacher is significant in transferring noble values into his/her teachers. The only pre- condition is that a teacher should first imbibe such values.

The New Education Policy (NEP) 2020 has underscored the necessity of embedding a core set of values into the educational framework to ensure that education transcends mere academic instruction and contributes to the holistic development of students. NEP 2020 explicitly identifies five universal values—Truth, Peace, Non-violence, Love, and Righteous Conduct—as fundamental to the educational process. These values are recognized as essential for fostering a well-rounded and morally grounded individual. The policy aims to integrate these values into the curriculum and educational practices to cultivate students

who are not only knowledgeable but also ethically and socially responsible. By emphasizing these core values, NEP 2020 seeks to address the growing need for education that nurtures both the intellect and character of students.

The contemporary world is characterized by significant challenges, including increasing insensitivity, rising communal friction, and deepening divisions based on caste, color, and creed. These societal issues are closely linked to the shortcomings of the current education system, which has struggled to promote cohesion and moral integrity among students. The failure of the education system to instill fundamental values has contributed to the disintegration of social order and the deterioration of community relations. The current state of affairs raises critical questions about the effectiveness of the education system in building a responsible citizenry and fostering a sense of unity and ethical conduct among the youth.

One of the pressing issues is the transformation of educational institutions into arenas of political conflict and ideological battles, rather than places of constructive learning and personal growth. University campuses, in particular, have become hotspots for heated disputes over trivial matters, reflecting a deeper issue of ideological polarization and lack of shared values. The unrest among students and their participation in activities that deviate from academic and ethical norms point to a systemic failure to impart core values effectively. The education system, in its current form, often reduces students to mere recipients of information, neglecting the essential task of shaping their moral and ethical perspectives.

To address these concerns and ensure that values become an integral part of education, several measures must be implemented. One crucial step is the development of a value-based curriculum that incorporates moral and ethical teachings alongside traditional academic subjects. This curriculum should be designed to foster character development and ethical reasoning, preparing students to navigate complex societal issues with integrity and compassion. Additionally, teachers must receive comprehensive orientation and training in

delivering value-based education. This training should equip educators with the skills to effectively impart values and model ethical behavior, creating a supportive environment for students to engage with these principles.

Furthermore, extracurricular activities should be planned with a focus on moral and ethical themes, providing students with opportunities to apply and reflect on the values they learn in the classroom. Such activities can reinforce the principles of Truth, Peace, Non-violence, Love, and Righteous Conduct, helping students to internalize these values and integrate them into their daily lives. By adopting these measures, the education system can better address the moral and ethical deficits observed in current educational practices and contribute to the formation of well-rounded, responsible, and empathetic individuals.

The curriculum is a fundamental tool in shaping the values and character of students, and its design plays a crucial role in instilling noble values. By integrating the biographies of exemplary figures known for their humanitarian efforts and ethical living, educational programs can provide students with powerful role models. For instance, including the lives of individuals such as Bhagat Puran Singh, Abdul Sattar Edhi, and Mother Teresa in the syllabus can serve as a source of inspiration for students. These biographies illustrate how commitment to selfless service, compassion, and moral integrity can make a significant impact on society. By learning about these individuals' contributions and values, students are exposed to practical examples of virtuous behavior, which can motivate them to adopt similar principles in their own lives.

Bhagat Puran Singh's dedication to serving the underprivileged, Abdul Sattar Edhi's lifelong commitment to providing humanitarian aid, and Mother Teresa's unwavering compassion for the destitute are all exemplary models of how values can be applied in real-world contexts. Including such figures in the curriculum can help students understand the tangible effects of living a life guided by noble values. These biographies can be used not only to teach historical and cultural lessons but also to engage students in discussions about the ethical and moral dimensions of these individuals' lives.

Through these discussions, students can explore the relevance of values in addressing contemporary issues and learn how to integrate these principles into their personal and professional lives.

Moreover, teachers play a pivotal role in the process of value-based education. For students to fully benefit from a values-oriented curriculum, educators themselves must be well-versed in the principles of moral and ethical education. This necessitates comprehensive training for teachers, including orientation courses focused on value-based education. Such training should equip educators with the knowledge and skills needed to effectively impart values to their students and to model these values in their own conduct. Teachers who are well-trained in this area can create a supportive learning environment that fosters ethical development and encourages students to reflect on and apply values in their daily lives.

In addition to integrating values into the curriculum and teacher training, extracurricular activities are essential for reinforcing the principles taught in the classroom. Schools should regularly organize activities and projects that emphasize moral and ethical themes, providing students with practical opportunities to engage with and reflect on these values. Activities such as community service projects, ethical debate forums, and values-based workshops can help students understand and internalize the importance of values beyond the academic setting. These experiences not only complement the formal curriculum but also offer students hands-on learning opportunities that can deepen their understanding and commitment to noble principles.

By embedding value-based education into all aspects of the educational experience, from the curriculum and teacher training to extracurricular activities, schools can foster a more comprehensive and impactful learning environment. This holistic approach ensures that students are not only acquiring academic knowledge but also developing the character and ethical framework necessary for leading a responsible and meaningful life. Through these measures, education can transcend its traditional boundaries, promoting the growth of individuals who are not only

knowledgeable but also principled and compassionate members of society.

## Conclusion

In summary, it is clear that education devoid of values is fundamentally inadequate for the comprehensive development of an individual. Education, when stripped of values, fails to nurture the deeper aspects of human growth and leaves individuals in a state of moral and ethical deficiency. Values are crucial in transforming education from a mere process of knowledge acquisition into a profound tool for personal evolution. Without a strong foundation in values, education becomes a mechanical exercise that does not engage with the core aspects of human development, thus impeding the full realization of an individual's potential. Values imbue education with the capacity to foster not only intellectual growth but also ethical and emotional maturity, enabling individuals to rise above their basic instincts and develop into well-rounded, morally conscious individuals.

The integration of values into education serves to elevate students' overall development by enhancing their physical, emotional, and cognitive capacities. An education enriched with moral and ethical principles significantly contributes to shaping a student's character and conduct, preparing them for the complexities of life beyond academic achievements. Values-based education ensures that students are not merely recipients of information but are also equipped with the virtues necessary for responsible and empathetic living. By embedding values into the educational framework, the system plays a pivotal role in fostering holistic development, thereby raising students' overall quotient levels—academic, emotional, and moral. Consequently, the educational system must prioritize the infusion of values into the learning process to ensure that individuals are prepared to contribute meaningfully to society and navigate life with integrity and compassion.

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