
The New Education Policy: 'Re' Visiting and 'Re' Inculcating the Value Perspective

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Abstract: *Value Education is important to improve integral growth of human beings. It creates attitudes of human beings and develops awareness of our national history, cultural heritage, national integration, environment in them. The paper is of analytical in nature. It compares the ancient education system which was heavily influenced by the value laden stories of Panchtantra. India's education system was known for value. In this context, Lord Macaulay's addressed to the British parliament about Indian education system, "I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native self-culture and they will become what we want them, a truly dominated nation." British rule and their education system in India diminished this value education and led to all sorts of crimes and problems in the society. Their policy targeted intellectual colonization on the mindsets of Indians which would produce Indians as clerks and other lower rank jobs. Nevertheless, after independence, education policies of India have tried to re-inculcate our ancient values and also to bring the old wisdom back to Indian education system.*

Key words: *Value Education, Ancient Education System, British Education System, Education Policies.*

Values: An Introduction

Values are “abstract ideals, positive or negative, not tied to any specific object or situation, representing a person’s beliefs about modes of conduct and ideal terminal modes (Milton, 1968). Personal values or individual values are the values to which an individual is committed and which influences his behavior (Theodorson and Achilles, 1969). There may be innumerable values for an individual but a few of them significantly influence the behaviour. Personal value system is viewed as a relatively permanent perceptual framework which shapes and influences the general nature of an individual’s behavior (Anbalagan, 1989). Hofstede (1980) has defined values as “a broad tendency to prefer certain states of affairs over others.” A more elaborate definition is given by Schwartz (1992, p.2), who defined values as “desirable states, objects, goals, or behaviours, transcending specific situations and applied as normative standards to judge and to choose among alternative modes of behavior.” Thus, values refer to the way in which people evaluate activities or outcomes and guide to a person’s intentions and actions.

Rapid development in science & technology as well as the challenges of globalization are posing additional challenges to the education system in the country. The present scenario of parental care to the children is on the wane. The adverse effects of the media on the mental development and moral values of the younger generation are being felt increasingly in all spheres of life. Gross consumerism has distorted the outlook of persons into one of equating possessions with richness. Exploitation of natural resources is proceeding without reference to sustainability. The hiatus between the rich and the poor is getting wider. The education system needs to keep pace with the scientific and technological developments in terms of building the skills and knowledge. In addition, it needs to address more fundamental issues of social and moral consequences of such unregulated activities. In this context, a growing demand to lay greater emphasis on education to inculcate, nurture and develop values, particularly among the youth of the country is being emphasized through our education policies.

Need and Importance of Values

In ancient India, the Vedas, the Upanishads, the Epics manifested and upheld the values of Indian society. The importance was given to morality, honesty, duty, truth, friendship, brotherhood etc. and these were considered as the themes of Indian culture and society. Imparting value education and reforming the society were the sole aims and objectives of the teachers of ancient age. However, in the present scenario, due to manifold changes in various aspects of our civilization such as population explosion, advancement in science and technology, knowledge expansion, rapid industrialization, urbanization, mobilization, Information Technology (IT) revolution, liberalization, privatization & globalization as well as the influence of western culture, the society has become highly dynamic. Modernization process is accompanied with multifaceted problems of anxieties and worries to human life, endangering its original simple nature. Growing global poverty, pollution, hunger, disease, unemployment, unsociability, caste system, child labour, gender inequality, ill-treatment of women, violence, disability, exploitation of natural resources and many such evils have caused value- crisis on the globe, adversely affecting the core human values such as honesty, sincerity, morality and humanity and, thus, there is a great transition in human society. To overcome the problems of the present era, inculcation of values among individuals and promotion of values in educational system, as well as society, is highly essential. The need for values can be summarized as:

- To guide the human beings in the right path, to inculcate the concept of 'universal brotherhood' and to achieve the absolute values of Truth, Goodness and Beauty;
- To give direction and firmness to life and bring joy, satisfaction and peace, of life, to preserve our culture and heritage and to develop morality and character;
- To bring the behavioural changes towards positivism;
- To promote the peace and harmony in the individuals and in the society;
- To bring quality of life and sustainable development in the society.

Education is a methodical effort towards learning basic facts about humanity. 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.

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 person'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 Based Education

The study of moral and ethical values that make us a perfect man is Value Based Education.

Value Based Education is based on the following core principles:

- When positive values and the search for meaning and purpose are placed at the heart of learning and teaching, education itself is valued.
- Learning is especially enhanced when occurring within a values-based learning community, where values are imparted through quality teaching, and learners discern the consequences, for themselves, others and the world at large, of actions that are and are not based on values.
- In making a values-based learning environment possible, educators not only require appropriate quality teacher education and ongoing professional development, they also need to be valued, nurtured and cared for within the learning community.

Challenges

It is difficult to define Values. Defining the term 'value' poses a challenge to all scholars. It is loaded with varieties of meaning. Each meaning reflects its own philosophical position. Generally, it is spontaneously associated with religious values. It is believed by many Indians that values are nothing but the religious and spiritual guiding principles of life. Hence, it is supposed that the path is already been laid for the life journey. However, in the context of modernity and modernism there rises a fundamental question of whether value education is required at all in a modern state. There are those who argue that modern life is based on science and technology which are value neutral. They view that the values are bugbear held out

by people living in the past, glued to outdated religious principles that have no relevance to the 21st century. At this point, there is also another group of modernist who propagate the necessity of value education at learning centres in order to safe guard the democratic state and its values. The values they wish to cultivate are modern secular values such as honesty, respect to other, equality, collectivity, democracy, respecting the human rights, sharing equal space in the public sphere and so on. These values are considered as the products of enlightenment period. The necessity for imparting values to the students of all levels has been felt by everyone. The world today is facing unprecedented socio-political and economic challenges. Problems of life are becoming increasingly intense and complex. Traditional values are decentered. 'An environment of strife pervades all countries and broken homes have become common. An insatiable hunger for money and power, leads most of people to tension and absence of peace of mind and all kinds of physical and mental ailments have become common place". In the present day context of frequent and often violent social upheavals, we have to look at the problem of restlessness of the youth, their frustration born out of futility of their search for meaning of life and the purpose for which they are living, often leading to evil and wickedness. This calls for a new approach to, and a new vision of education. It is obviously felt that the present educational system promotes rat race and keep the student community in a sense of insecurity. Educational institutions have become the pressure cookers building pressures in the minds of youth. Also a loft sided educational pattern which insists on instrumental and technical rationality for the successful life in terms of gaining money and power has invaded the educational system of India. The person who is deemed to be unfit for this survival race becomes disqualified and ineligible to live in this market economy based life. The spate of industrialization and economic growth in developed nations has brought about a perceptible change in this scenario. And developing countries including India are feeling the ripple effects of this development. Values earlier considered essential by all societies have been eroded and have given way to unethical practices around the globe. Where honesty and integrity were loved and appreciated, greed, corruption and red tapism have come in, bringing in their wake, unethical responses which have pervaded all walks of life and are thwarting efforts of a few enlightened individuals to promote value based society. Hence, implementation of well structured education is the only solution available with all states.

With growing divisive forces, narrow parochialism, separatist tendencies on the one hand and considerable fall in moral, social, ethical and national values both in personal and public life on the other, the need for promoting effective programmes of value orientation in education has assumed great urgency. Development of human values through education is now routinely seen as a task of national importance. Value education though supposes to be the part and parcel of the regular education, due to the market influences, it could not be so. Hence, it has become an inevitable need to include an exclusive curriculum for value education at all levels.

National Policies on Education

In the last two decades the educational sector in India has witnessed many reforms. New concepts such as right-based education, student entitlement, shift in emphasis from literacy and basic education to secondary, higher, technical and professional education, the endeavour to extend universalization to secondary education, reshape the higher education scenario. Recent developments include a new impetus to skill development through vocational education in the context of the emergence of new technologies in a rapidly expanding economy in a globalised environment, need for innovative ways of student financing, addressing challenges of globalization and liberalization, recognition of multi-disciplinary and inter-disciplinary nature of learning and knowledge, efficient use of public resources and encouraging ways of enhancing private investment and funding. Among these value education has been given a greater emphasis in each of the Indian Education Policy.

Education is directly linked with the development of values in the students. Responding to this urgent need of values a comprehensive and pragmatic approach to value education has been taken in schools. National policies on education (1968, 1986, 1992, 2013 & 2016) have mentioned the importance of value education from time to time. NCERT has designed a framework which includes vision, expectations, strategies and benchmarks for implementation and assessment of value education in schools. All the schools such as Jawahar Navodaya Vidyalayas, Kendriya Vidyalayas, government and private schools and private technical educational institutes have included the value education aspect in their curriculum. In addition, various strategies are developed to inculcate values such as self exploration by silent sitting, meditation, yoga, visual experiences, role plays and stories telling in the classes. Thus, it is

expected that our students who are the future of the nation will develop a value based attitude. They will have love, care, empathy, honesty, respect harmony and many such values imbibed with them as human beings.

Conclusion

Education being an integral part of every individual's life in society, the right type of value-based education should be offered in the right type of environment to the students in India. There should be a focus on value-based education for development of a knowledge-based society. There should be an awareness on the part of teachers, principals, staff, parents and elders for development of right attitude and expected behavioural change among the students. This will ensure that students grow in both mind and heart, and learn the special virtues of life. This may change people's attitudes from one of only gaining an education for a particular job and the basic skills that are needed to make a living. In the present day, in any society, there is an urge toward the spirit of coexistence, tolerance, and mutual respect among individuals. Placing the highest priority and focus on value-based education will greatly achieve those traits among the younger generation. As a role model for society, teachers have to be alert, agile, and sensitive to these educational needs and should act as harbingers of change. They have a tremendous responsibility to create an intellectual environment conducive to modern education learning so these schools become models in imparting value-based education

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