

# TAUGHT Vs CAUGHT: IMPACT OF VALUE EDUCATION TOWARDS HUMAN DEVELOPMENT

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## Abstract:

Mere desire or aspiration to progress in life is not enough; success should be based on values. And for that value-based education must be imparted in today's institutions. So that the students may emerge as good leaders in their chosen fields. Technology has become a way of life with the advent of information explosion. To inculcate the value system in our minds and make them value-oriented-powerful leaders, educational institutions should take the initiative to impart value based spiritual knowledge to this new generation. "Imbibing the qualities of good conduct, self-confidence and high values would help students earn a significant place in society. Education without values is like a flower without fragrance. Students should realize that character building is equally important as career building. A good character in life is ultimate thing that stretches person's self-realization". An attempt is made in this paper to discuss the role of the value based education in society, it elaborately discusses about the implications to develop the value education. "There is a popular misconception that values are *"better caught than taught"*. In reality however, values are both caught and taught." Today's generation is not going to catch the values without teaching. We have to inculcate the values to this generation before they are caught by the technological revolution and dissemination of information. Value based education is the need of the hour. It is necessary to develop programs for inculcating values in the society.

**Keywords:** Human development; value education; values, society.

## 1. Introduction

Values are regarded enviable, imperative and are apprehended with high esteem by a particular society in which a person lives. Values give meaning and strength to an individual's character by occupying a central place in his/her life. Values reflect one's personal attitude and judgments, decisions and choices, behavior and relationships, dreams and vision. Values are useful indicators of an individual's decisions and actions (Rokeach, 1973). These values influence our thoughts, feelings & actions and guide us to do the right things. Values are the guiding principles of life that contribute to the all round development of an individual. They give a direction to life and thus bring joy, satisfaction and peace. Values add quality to life. Values are defined as enduring beliefs, specific modes of conduct or end states of existence alongwith continuum of importance and are relatively resistant to change. Thus, one might say that any human activity, thought or idea, feeling, sentiment or emotion, which promotes self-development of an individual, constitutes a value. The other corresponding function of a value is that it should also contribute to the welfare of the larger social unit such as the family, the community and the nation of which an individual is a constituent. Value system is the backbone of the society.

## 1. Value Crisis

Value crisis in a society implies the erosion of traditional values of society or situation of dilemma when there is little balance between traditional values and modern values. There is lack of synthesis. Material values override the ethical, moral, social and spiritual values. At present, the world is passing through a periods of value crisis in several fields of national life. It is generally being said that the life of individuals as well as our social life is plagued with the evil values of corruption, cynicism, disparity, disruption, hypocrisy and violence. It is very unfortunate that our role-models i.e., leaders of various shades fail to inspire us to pursue higher values of life which is essential for sustainability of human being towards all round development.

The Education Commission 1964-66 has observed, " we believe that India should strive to bring science and the values of the spirit together in harmony and thereby pave their way for the eventual emergence of a society which would cater the needs of the whole man and not only to a particular fragment of his personality." Crisis is not so much intellectual but rather moral and spiritual. There is lack of development of sound moral vision among human being along with the scientific and technological development. As a result human being can produce such powerful means of destruction like hydrogen and nuclear bombs and destroy the whole world in no time. Wealth worshipped as god, Pride has become a creed. Selfishness is entrenched in the intellect. The ego is flaunted, and desires become an adornment, righteousness has become merely a figurehead

in the world, compassion has dried up, gratitude has waned, Hypocrisy has become the hall mark of life and love and affection has become lustful afflictions. Distortion of values is partially due to imbalance between ancient values and explosion of knowledge in war field technology. Atomic weapons, bio-weapon, explosives, missiles etc., are threatening the whole mankind. Developed countries possess all kinds of dreadful weapons and are trying to boss over all developed and underdeveloped countries. Today the entire mankind is living in the shade of fear. Man's very expense is at stake as he is indulging in wicked activities.

Antisocial activities, illegal marriages, broken home structure, divorce, etc., are also factors responsible for decline of values. Lack of mutual concern between parents at home, disaffection and lack of securities in families are other factors responsible for erosion of values. The role of home, school and society cannot be neglected in the degradation of values. Definitely the living styles of parents leave deep impression on the minds of children. Even in this dynamic society, values and standard do not change quickly and some of them, at any rate, have an abiding significance. The whole socio- political setting and physical environment in which they have to be worked out are in a state of constant transition and consequently, they have to be interrupted in the light of new condition. Cultural values, the gracious fruit of centuries of co-operative efforts and moral values, which is distinguished, which distinguish men from animals, have been totally changed in these years.

The modern youth receiving education are losing their idealism and living in spiritual vacuum. Moral values have no respect now. Man fails to distinguish between right and wrong, good and evil. Highest respect is being placed on wealth and power. Religious have now become a private affair and stress is being laid on secularization of social relationships. Human relations are becoming impersonal and secondary.

## 2. Value-based Education is essential

The prosperity of a country depends not on the abundance of its revenues, not on the strength of its fortifications, nor on the beauty of its public buildings; but on its cultivated citizens, in its men of education, enlightenment and character. Various aspects of our civilization such as population explosion, advancement in science and technology, knowledge expansion, rapid industrialization, urbanization, mobilization, IT revolution, liberalization, privatization & globalization as well as the influence of western culture, present society has become highly dynamic. The degeneration in the present day life, the demoralization of public and private life and the utter disregard for values, are all traceable to the fact that moral, religious and spiritual education has not been given due place in the educational system. Modernization process is accompanied with multifold problems, 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, as such, 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.

## 3. Ways of Fostering Value for Human Development

As parents and teachers are mainly responsible for laying foundation of values in children that make them good citizens, their faith in inculcating values in children is indispensable. The task of inculcating values is not an easy task unless the society as a whole resolves to bring about changes to make a society for all and voluntary efforts are initiated to practice values in day-to-day life. It will be unrealistic to expect a teacher to bring about the change if the society does not follow a set of values.

### **Role of Parents**

The problems faced by children affect the smooth running of school life. What is learnt at school turns out to be quite contrary to what actually happens at home. Whatever parents have to do, cannot be overdone at school, however, responsible teachers may be. Knowledge can be given by the teachers; however, the discipline, the rigorous control of the senses and behaviour must be administered by the parents so that the latter also practise the human values and reform their children. Then the children become sacred souls and holy individuals. Parents must ensure that right values are developed in children. Parents must also volunteer themselves to initiate such efforts that could contribute to the process of inculcating values in society. Plays, books, stories and a congenial environment at home will help a lot in inculcating values.

### **Teachers**

Teacher should establish clear standards of behaviour and encourage his students to behave towards himself, towards one another, and towards the whole community in an orderly and considerate way. The teacher should, therefore, develop a rational acceptance of these standards in his students and also the ability to discriminate the right from the wrong. Teachers to be functional as vehicles of values must themselves be value-oriented.

### **Society**

The child is initiated into learning in the society to which he/she is a bonafied member with all facilities at disposal. The society may be assigned new roles to play effectively and vigorously towards development and inculcation of values of multi-dimension. The society is expected to create homogeneous environment so as the learners may take up valuable lessons on ethics, behaviour, adjustment, living together, sympathy and service and to reflect simplicity, honesty, kindness, and fairness in their conduct, for development of positive habit, attitude, inner capacity, and feeling and wish to live with emotionally integrated for practicing the values of oneness, unity, neighbourhood, code-conduct, love and sympathy. for the poor. The values of co-operation, sincerity and commitment can be learnt in the society.

### **Peer Groups**

Peer group is a prime factor in society which influences the values of children. The peer group persists as a factor of environment throughout life, of course changing with time and maturity, but forcing the individual to live up to his/her "reputation" in the group. Furthermore, peer group's values and interest are mostly influenced by positive and negative peer pressure. Peer pressure is the psychological force exerted by another, or orders, in equal standing, which often influences one into acting or behaving in a manner that is generally inconsistent with one's normal behaviour. Both children and adults fall victim to peer pressure. It is human nature to be influenced by someone who is a part of our friend circle and to be tempted to do whatever he/she is doing. Parents should appreciate the good qualities of their child's friends to motivate the child to follow the same. Positive peer pressure helps children to acquire good values, attitude, habits and behavior.

### **Religion**

Religion is nothing but a spiritual quest. It is the reaction of the whole man to the whole reality. Bertocci (1951) says, "The essence of religion is the personal belief that one's most important values are sponsored by, or in harmony with the enduring structure of the universe whether they are sponsored by society or not. S.Radhakrishnan gives his views as, "It is an attempt to discover the ideal possibilities of human life a quest for emancipation from the immediate compulsions of vain and petty moods. It is not true religion unless it ceases to be a traditional view and becomes a personal experience. It is an independent functioning of human mind, something unique, possessing an autonomous character. It is something inward and personal which unifies all values and organizes all experiences. It is the reaction of the whole man to the whole reality. We seek the religious object by totality of our faculties and energies.

All religions advocate, profess and promote various values, binding man back to its source and his fellow human beings and other creatures. The values recognised by all religions include: truth, goodness, beauty, modesty, non-violence, hard work, determination, forgiveness, contentment, mutual cooperation, love, respect for others view, purity of conduct, selfless action, sacrifice of one's pleasure for others etc. Every religion encourage man to lead life in consonance with these values in order to achieve spiritual bliss or self- realization. According to Dr. Radhakrishnan 'All religions are friends and partners in the pursuit of spiritual life. All religions are bound together in a holy partnership to advance the cause of peace, justice and freedom'.The major religions of world like Hinduism, Christianity and Islam have a common teaching, connotations, orientations for humanity, therefore, they all three show equal or same communication in the pursuit of spiritual life.

### **The Government**

Government is formed and reformed as part of the process by which humanity is learning to develop a harmonious system of organising resources both locally and globally for a sustainable healthy nation. Government acts as a facilitator for greater participation in the field of education. Steps have been taken in making higher education more relevant and purposeful, and imparting to the students, skills and knowledge which are relevant to the current trends of the society. Government has

established various organization to propagate truth, goodness and beauty. They also imparting cultural values among the Indian citizens.

### Mass Media

The mass media is responsible for both reflecting values of a society and fostering values to a good extent. The most important and prominent forms of mass media are Television, Radio, Magazines, Newspapers, Pamphlets, Internet, Books, Movies, Music etc. the media influences the behaviour pattern of persons in a different manners. Each of them evolved as a powerful medium in its own way. Values lie at the core of the society. Media evolved and become part of the society over the years. Both tradition and modernization contribute to the development of values. Media is far-reaching and it makes or breaks values. Mass media is the direct and responsible authority to communicate and train the child to the desires and demands of the standard form of culture. Mass media plays a significant role in bringing positive Social change, particularly with respect to education and creating awareness. The mass media have a strong social and cultural impact upon the society. This is projected upon their ability to reach a wide audience with a strong and powerful message.

### Voluntary Organisation

Values for life and living are also offered by voluntary organizations in India. Voluntary organisations are independent organizations which are established for the purpose of added value to the community as a whole, or a significant section of the community and which are not permitted by their constitution to make a profit for private distribution. Voluntary organisation work for promoting the mental and moral welfare and improvement of the community. They contribute by providing humanitarian aid and meditation, empowerment of society etc.

### 4. Conclusion

The values are the guiding principles of life which help for the all-round development of children. The present situation demands such a system of education which apart from strengthening national unity must strengthen social solidarity through meaningful and purposeful constructive value education by adopting interdisciplinary approach. Emphasis is now on 'Value Education' for the proper development of the human personality. Transmission of values is inherent in the theory of all round development of human personality which is a prominent aim of education. When we reach the degree of perfection which is our goal, we shall perceive that the truth we seek is made up of four major aspects: Love, Knowledge, Power and Beauty. These four attributes of the Truth will express themselves spontaneously in our being. The psychic will be the vehicle of true and pure love, the mind will be the vehicle of infallible knowledge, the vital will manifest an invincible power and strength and the body will be the expression of a perfect beauty and harmony. Values are a matter of developing appropriate behaviour and habits, right attitudes and understanding, ability in discriminating and choosing right from right and wrongs. Values can, therefore, be inculcated by creating the right atmosphere and promoting learning by examples rather than percepts. Education without values is waste. Education should be given with moral values. Educating young minds without value will create a menace in the society.

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