

# Role of Education in Moral Values Development

*Dr. Ashwati Verma\* & Md. Azgar Ali Sheikh\*\**

## *ABSTRACT*

Value education forms a part of the curriculum in different educational settings across the globe. India like strong emphasis on imparting value education through well defined curricula and syllabi. This paper, an attempt has been made to analyse the impacts of value education on the academic performance of the teachers' as well as the overall environment of the academic institutions where value education programmes have been explicitly put into practice. Impact of values education on teaching as well as student achievement and behaviour, be tested empirically and observed reliably. The observations of the report indicate the profound potential of value education to transform the learning environment, ethos, coherence and inclusiveness of a school and, in so doing, to stimulate student social development by strengthening relationships between students and students and teachers. Even though the above mentioned studies strongly indicate positive impacts of value education, there is a need to carry out more such studies in different educational settings across the globe for ascertaining the positive impact of values education on the academic achievements of the students and overall environment of the academic institutions. Need for providing a climate for the nurture of values personal, social, cultural and national values. *Education main role must have life-building, man-making, character-making assimilation of ideas and moral value development.*

**Keywords:** *Value education, global context, character education, education policy, academic achievements. Destiny, Human Society, Moral Values.*

## **Introduction**

Every education is in a sense, value education. Value less education is a contradiction in terms, given the meanings of 'value' and 'education'. Education, in its aims, curriculum and methods, is inseparably linked with values. Moral Value Education in the Global Scenario over the past two decades, colleges and institutions have devoted energy and resources to a wide range of educational programmes and initiatives designed to promote character values and behaviours in their students. Hence education as the only means of

inculcating right values in the heart and soul of the youth. Moral Value education forms a part of the curriculum in different educational settings across the globe. Countries like lay a strong emphasis on imparting value education through well defined curricula and syllabi. The need of value education in today's context cannot be overemphasised. Moreover, the social system worldwide is undergoing great transformation. In Indian scenario, for example, we are gradually moving from joint family system to nuclear family system. Also, there is a high degree of stress, especially in the younger

---

**\*Principal, Nazrul Hassan Teachers' Training College, Sonihar, Khagaria**

**\*\* Research Scholar, Faculty of Education, B.R.A. Bihar University, Muzaffarpur**

generation, owing to fast paced modern day lifestyle. Factors like religious fanaticism, stockpiling of nuclear weapons and terrorist activities are posing grave threats to global peace. There is a proliferation of vast amounts of information because of internet and media, and this may cause negative impacts, mainly in the more impressionable young minds, unless and until they have something robust to anchor upon. It is here that inculcation of values among the students can play a very important role by shielding them from all such influences. Swami Vivekananda gave importance to “man making education”, “nation building education” and “character formation education”. Values are the life blood of a civilized human society. They are the saving grace of an educated man or women.

The National Policy on Education (NPE, 1986) brought out by the Ministry of Human Resource Development (MHRD) stressed the urgent need for fostering “universal and eternal values” towards the unity and integration of the people, based on heritage, national goals and universal perception. The existing schism between the formal system of education and the country’s rich and varied cultural traditions needs to be bridged. Education can and must bring about the fine synthesis between change oriented technologies and the country’s continuity of cultural tradition. The curricula and processes of education will be enriched by cultural content in as many manifestations as possible. In our culturally plural society, education should foster universal and eternal values, oriented towards Impacts of Value Education the unity and integration of our 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. It should lay primary emphasis on this aspect. The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for cultivation of social and moral values.”

India value education helps students understand and be able to apply values such as care and compassion; doing your best; fair go; freedom; honesty and trustworthiness; integrity; respect; responsibility and understanding; tolerance and inclusion. In this paper, an attempt has been made to role of education in moral value development. Impacts of value education on the academic performance of the students as well as the overall environment of the academic institutions where value education programmes have been explicitly put into practice.

Woods dispatch 1984 had definite objectives for the spread of education among Indians. It was its Endeavour to impart instruction in useful subjects and to enlighten them in intellectual, moral and economic fields. The key dimensions which demonstrated a continuous improvement as a result of the character education were in regard to relationships between staff and students and relationships between students. Continued improvements were also observed in relation to student playground behaviour, discipline within the institution, staff stability, enrolments and the perception of the institution as a caring community. The results demonstrated that the impact of character education was significant in relation to the provision of a positive and supportive environment, positive influence on institutional culture, increased cooperation between staff and students, creation of an atmosphere conducive to teaching and learning, improved attributes of the students and attraction of the students to the institution.

Buddhist period Gautam Buddha believed in the following principles; good activities, good behaviour, tolerance, non-violence. Buddha aim of education was emancipation, character formation and dignity of labour had also important place in curriculum. The impact of parental and family participation was variable. Although the impact of value education appeared to be enhanced when parents understood and shared the school values and reinforced these at home, in general, the successful implementation of values education did not appear to depend on parental support or participation nor did the introduction of value education per se, engender greater collaboration with families. The common focus drew teachers together to create a collaborative and cohesive school community which supported teachers to do their job more effectively. This had important ramifications for students' academic progress and wellbeing.

### **Role of the teacher in development of moral values**

The teacher is role model of school and society. Pestolozzy a great teacher saying give me a child for seven years, after words, let the god or devil take the child they cannot change the child. Here the teacher is potter, architect, and designer. So that the teacher must teach about obedience, truthfulness, justice, grace, compassion, brotherhood, cooperation, social service, honesty, good character. A child learns desirable character responses in accordance with principles of goal seeking and by experiencing satisfaction in connection with those responses which are ethically and socially acceptable and annoyances with those which are undesirable. Thus meaningful goals rewards and punishments are basic in character development as in all learning probably in no other form of learning however it is quite so important that they be adjusted accurately to

the stage of development of the child. Therefore, within the limits imposed by the nature and timing of the study, it is evident that the central question that drove the study, namely, Can the impact of value education on teaching and school ethos, as well as student achievement and behaviour, be tested empirically and observed reliably?, The observations of the report indicated the "profound potential of value education to transform the learning environment, ethos, coherence and inclusiveness of a school and, in so doing, to Evaluating the development of Value Education stimulate student social development by strengthening relationships between students and students and teachers. In turn there are cascading effects on student learning and behaviour, the way teachers teach and support their colleagues, teacher self efficacy and sense of self fulfillment, and communicative competency and capacity to negotiate. Thus the results have clearly demonstrated the centrality of values education to creation of a stimulating teaching environment and thereby, enhancement of quality teaching.

### **Conclusion**

In this paper, an attempt has been made to analyse the role of education in moral value development on the academic performance of the students as well as the overall environment of the academic institutions where value education programmes have been explicitly put into practice. Educational institutions are devoting energy and resources to a wide range of educational programmes and initiatives explicitly designed to promote character values and behaviours in their students. Value education forms a part of the curriculum in different educational settings across the globe. Value Education practices and quality teaching outcomes. Impact of values education on teaching and school ethos, as well as student achievement and behaviour, be tested

empirically and observed reliably. The observation of the study indicate the profound potential of value education to transform the learning environment, ethos, coherence and inclusiveness of a school and, in so doing, to stimulate student social development by strengthening relationships between students and teachers. Even though the above mentioned studies strongly indicate the positive impacts of value education, there is a need to carry out more such studies in different educational aspect across the globe for ascertaining the positive impact of moral value education on the academic achievements of the students and teachers. The ideal of all education, all training should be man-making. Education is not the amount of information that is put into your brain which remains undigested and runs riot-there all your life.

The teachers should promote moral values in the schools. Adequate awareness is to generate among students through conducting different activities. The school must organize different curricular and co-curricular programmes. It is for the teacher to identify and select values and to decide how to integrate them naturally in the process of teaching a subject to facilitate value education. Stories, legends, anecdotes, fables and biographies have to be selected to suit the age group so that context of value and purpose to be served can be used effectively to teach language and impact of

values simultaneously. A number of activities well planned and presented through selected context that appeal to the target group can facilitate the inculcation of moral values. Teacher also often delay too long or overlooking good opportunities in giving early training.

### References

1. Dalton, J. C., & Crosby, P. C. (2010). "How we teach character in college: A retrospective on some recent higher education initiatives that promote moral and civic learning" *Journal of College & Character*, 11(2), 1-10.
2. Impacts of Value Education (2009). "Project to Test and Measure the Impact of Values Education on Student Effects and School Ambience." (Accessed on 15.09.2010).
3. Lovat, Terence J. and Clement, Neville D.(2008). "The pedagogical imperative of value education", *Journal of Beliefs & Values*, 29: 3, 273 –285.
4. Seshadri, C. (2005). "An approach to value orientation of teachers' education" *Journal of Value Education*, NCERT, January and July 2005 issue, pp 9-17.
5. UGC (2010). "National Policy on Education 1986: As modified in 1992." (Accessed on 05.08.2010).
6. Barbara K. Christensen, "Nurturing Gospel Values at Home," *Ensign*, Oct. 1984, pp. 32-35.

